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**THE EFFECT OF USING COOPERATIVE INTEGRATED READING
AND COMPOSITION (CIRC) METHOD ON STUDENTS' READING
COMPREHENSION AND WRITING SKILL AT
SMAN 1 RIMBA MELINTANG**

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree of
Magister in English Education



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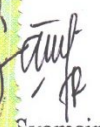
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Finally, the writer realizes that this thesis has its weaknesses and shortcomings.

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ABSTRACT

Syamsinar (2020): The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on Students' Reading Comprehension and Writing Skill at SMAN 1 Rimba Melintang

CIRC is a cooperative learning program that involves a series of activities derived from research on reading comprehension and writing skill. Students work in four-member heterogeneous learning teams. After the teacher introduces a story from a basal text or trade book, students work in their teams on a prescribed series of activities relating to the story. In this research, two classes were involved: one class as the experimental group, which was treated by using CIRC method and another one as control group, taught without using CIRC method. For both experimental and control groups, pre-test and post-test were administered to the students. The data were analyzed by using statistical analysis. To know the result whether the effect of using CIRC was statistically significant, data on students' reading comprehension and writing skill were analyzed by using t-test. The data were collected from 30 students of SMAN 1 Rimba Melintang. Tests were given to the students to measure their levels of reading comprehension and writing skill. The findings show that there was a significant effect of using cooperative integrated reading and composition (CIRC) method on students' reading comprehension and writing skill at SMAN 1 Rimba Melintang.

Keywords: Cooperative Integrated Reading and Composition (CIRC), Reading Comprehension, Writing Skill.

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ABSTRAK

Syamsinar. 2020: Pengaruh Penggunaan Metode Cooperative Integrated Reading and Composition (CIRC) terhadap Pemahaman Membaca dan Keterampilan Menulis Siswa di SMAN 1 Rimba Melintang Tahun Ajaran 2020/2021 Skripsi.

CIRC merupakan program pembelajaran kooperatif yang melibatkan serangkaian kegiatan yang bersumber dari penelitian tentang pemahaman membaca dan keterampilan menulis. Siswa bekerja dalam tim belajar yang beranggotakan empat orang. Setelah guru memperkenalkan sebuah cerita dari teks dasar atau buku perdagangan, siswa bekerja dalam tim mereka pada serangkaian aktivitas yang ditentukan terkait dengan cerita tersebut.

Dalam penelitian ini, ada dua kelas yang dilibatkan; satu kelas sebagai kelompok eksperimen yang diberi perlakuan dengan menggunakan metode CIRC dan satu kelas lainnya sebagai kelompok kontrol tanpa menggunakan metode CIRC. Untuk kelompok eksperimen dan kontrol, pre-test dan post-test diberikan kepada siswa. Data dianalisis dengan menggunakan analisis statistik. Untuk mengetahui hasil apakah signifikan secara statistik dianalisis dengan menggunakan uji-t. Penelitian ini menyelidiki pengaruh penggunaan metode kooperatif terintegrasi membaca dan komposisi (circ) terhadap pemahaman membaca dan keterampilan menulis siswa. Data penelitian dikumpulkan dari 30 siswa SMAN 1 Rimba Melintang. Soal tes pemahaman bacaan diberikan kepada siswa untuk mengukur tingkat pemahaman membaca dan keterampilan menulis mereka.

Temuan menunjukkan Pemahaman Membaca bahwa skor rata-rata dari pre-test adalah 50.83 dan post-test adalah 76.17. dan temuan menunjukkan bahwa nilai rata-rata pre-test 62,63 dan post-test 74,67. Oleh karena itu, hipotesis nol ditolak dan hipotesis alternatif diterima. Ada pengaruh yang signifikan penggunaan metode Cooperative Integrated Reading and Comparison (CIRC) terhadap kemampuan membaca dan menulis siswa di SMAN 1 Rimba Melintang.

Kata kunci: Pemahaman Membaca dan Komposisi Terintegrasi Kooperatif (CIRC), dan Keterampilan Menulis.

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مستخلص البحث

شمس نار. ٢٠٢٠: تأثير استعمال طريقة القراءة وتكوين الاتحاد الاستهلاكية على فهم القراءة ومهارة الكتابة للطلاب في المدرسة الثانوية الحكومية ١ ريمبا ميلينتانج العام (CIRC) الدراسي ٢٠٢١/٢٠٢٠ البحث الجامعي

هو منهج التعليمية الاستهلاكية التي تتضمن الأنشطة من البحث عن فهم القراءة ومهارة الكتابة. يفعل الطلاب في فرقة الدراسة التي تتكون من ٤ أشخاص. بعد يعرف المدرس القصة من النص الأساس أو الكتاب التجارة، ويعمل الطلاب في فرقهم على الأنشطة المرتبطة بالقصة

CIRC في هذا البحث، يوجد الفصلان المتورط؛ الفصل كفرقة التجربة التي يعطي المعاملة باستخدام الطريقة لفرقة التجربة والمراقبة، يعطي الاختبار القبلي CIRC والفصل الأخرى كفرقة المراقبة دون استخدام الطريقة والبعدي إلى الطلاب. يحلل البيانات باستخدام التحليل الإحصائي. لمعرفة النتيجة، هل أهمية باستخدام الاختبار على فهم (SIRK) إحصائيا. يتقصي هذا البحث التأثير الاستعمال طريقة القراءة وتكوين الاتحاد الاستهلاكية T القراءة ومهارة الكتابة للطلاب. يحتشد بيانات البحث من ٣٠ طلابا في المدرسة الثانوية الحكومية ١ ريمبا ميلينتانج. يعطي سؤال الاختبار الفهم القراءة إلى الطلاب لاجراء الترقية على فهم القراءة ومهارة الكتابة لهم نتائج البحث تدل على فهم القراءة أن متوسط الدرجات من الاختبار التمهيدي ٥٠,٨٣ وبعد الاختبار ٧٦,١٧ ومتوسط القيمة من الاختبار الأولي ٦٢,٦٣ وبعد الاختبار ٦٤,٦٧. لذلك، يرفض الفرضية الصفرية ويُستلم الفرضيةالفرضية البديلة. ويوجد التأثير الأهمية على استعمال طريقة القراءة وتكوين الاتحاد الاستهلاكية على فهم القراءة ومهارة الكتابة للطلاب في المدرسة الثانوية الحكومية ١ ريمبا ميلينتانج (CIRC)

، مهارة الكتابة(CIRC) الكلمات المفتاحية: فهم القراءة وتكوين الاتحاد الاستهلاكية



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CHAPTER I INTRODUCTION

1.1 Background of the study

English is a global language that has a special in many countries where it is recognized as an international language of communication. There are two main ways in which a language such as English gains its status as an international language of communication in a country. Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. Secondly, a language can be made a priority in a country's foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school (David, 1997:3).

English is now the language most widely taught as a foreign language in over 100 countries, one of which is Indonesia. In Indonesia, it has been included in the School Curriculum of Department of National Education and it is compulsory to be studied by the learners of Junior High Schools and Senior High Schools, even also by university students. The aim of teaching English as a Foreign language in indonesia to enable the students to communicate meaningfully in all the four language skills, namely listening, speaking, reading, and writing (Department of National Education, 2007).

As mentipned previously, in the process of learning and teaching English as a foreign language, students in Indonesian education system are taught the four language skills of English: listening. speaking, reading, and writing. Because English is used only as a foreign in the country, many students at the of secondary school levels (junior/senior high schools) find it difficult to study, especially for studying the skills of reading and writing. Reading, according to Hartmann and Stork (1972) in Zainuddin (2009), is the skill of recognizing and understanding written language in the form of sequences of graphic signs and its transformation into meanigful speech, either as a silent comprehension or by reading aloud. Furthermore, in reading, students do not only need to have the capabilities to read the materials, but they also need to be able to catch the ideas of what is being read. Whereas writing is one way to communicate in English by expressing the ideas through organizing our thought into good arragements of written text. So, in writting, students do not only put the words or thoughts together, but also organize them into a well-written form.

It makes sense that, by developing their writing skill, students are expected to be able to express their knowledge and idea in written English. Based on the aim of teaching reading and writing, it is obvius that reading and writing skills are very important in the context of language teaching and use. Bloom (1979) states that students can learn by writing and reading and a teacher can teach by reading and writing or having students read or write.

In fact, many students face difficulties in developing their reading and writing skills. Based on the premilinary observation conducted at SMAN 1 Rimba Melintang

dated on December 17, 2019, an English teacher explained about the process of teaching and learning English at the school. In teaching English, the teacher used some different strategies, in particular for teaching reading and writing skills. In teaching reading skill, the teacher used several strategies, such as webbing technique, recognizing story structure, and generating questions. In teaching writing skill, the teacher also used strategies such as simple picture technique, dictation method, tree diagram technique, brainstorming and quick-writing.

Although those strategies have been used by the teacher, in reality students at the school found it difficult to develop their reading and writing skills. In reading, generally most of the students also were not able to find the value stated in the passage of the text. They were also not able to retell the text being read were not able to determine the main ideas of the text.

The students also faced difficulties in writing. Most of the students were not able to arrange sentences. They were also not able to express ideas coherently and they had difficulties to begin writing what they wanted to write. These phenomena made their abilities in reading and writing far from the expectation of the curriculum.

Due to the difficulties faced by the students, the researcher attempted to overcome the students' problems by applying an innovative cooperative learning approach developed by Slavin (1995), namely Cooperative Integrated Reading and Composition (CIRC) Method. Cooperative learning can be defined as a learning approach in which small, mixed students groups of both in the class and out of the class environments, is conducted to ensure students help each other in learning an



academic subject in the scope of a common goal where their self- esteem increases their communication, problem-solving and critical thinking-learning process (Bowen et al, 2000).

Cooperative Integrated Reading and Composition (CIRC) Method—one of the learning technique based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC method presents a structure that increases not only opportunities for direct teaching in reading and writing, but also the applicability of composition writing method (Yaman,1999).

Based on the explanation presented above,there is an indication that Cooperative Integrated Reading and Composition method has the potential to give positive effect to the development of students' English reading comprehension and writing ability. Therefore, it was important to investigate the problems by conducting a research entitled: “ **The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on Students' Reading Comprehension and Writing Skill at SMAN 1 Rimba Melintang**”.

1.2 Statement of the problem

Based on the background of the study above, it can be summarized that reading and writing skills are very important in the context of language teaching and use. Writing is the most concrete and systematic of the language skills. The more developed the writing skill, the more systematic the individual's overall use of language. By this way, a person can speak, read and listen in a more accurate and



effective way (Bryson, 2003). In foreign language learning, reading together with writing is the first skill to be learnt. It is also known that, in the learning process, there is a high correlation between reading comprehension and academic achievement.

The basic problems which can be explored in this regard are:

- a. What are the problems faced by students in developing their Reading Comprehension and Writing Skill?
- b. How is the proposed Cooperative Integrated Reading and Composition method implemented in teaching Reading Comprehension and Writing skill to students?
- c. How does the implementation of Cooperative Integrated Reading and Composition method affect students' Reading Comprehension and Writing Skill?

1.3 Delimitation of the Problem

As indicated in the previous sections of this chapter, this study, therefore, focuses on investigating the effect of using CIRC (Cooperative Integrated Reading and Composition) method on students' reading comprehension and writing skill. It is important to note that this study delimits its scope of reading comprehension and writing skill to students' reading comprehension of and writing skill in narrative texts. This means that students reading comprehension of and writing skill in other types of texts were not investigated in this study.

1.4 Purpose and objectives of the study

Generally, the main purpose of this study is to find out whether or not using Cooperative Integrated Reading and Composition (CIRC) method in teaching English has a significant effect on improvement of both reading comprehension and writing skill of students at SMAN Rimba Melintang. However, specifically, the study has the following objectives:

- a. To find out whether or not there is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) Method on Reading Comprehension of students at SMAN 1 Rimba Melintang.
- b. To find out whether or not there is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) Method on Writing Skill of students at SMAN 1 Rimba Melintang.
- c. To find out whether or not there is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) Method on Reading Comprehension and Writing Skill of students at SMAN 1 Rimba Melintang.

1.5 Research Questions

The problems investigated in this study were formulated into the following research questions:

- a. Is there any significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on reading comprehension of students at SMAN 1 Rimba Melintang?

- b. Is there any significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on writing skill of students at SMAN 1 Rimba Melintang?
- c. Is there any significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on reading comprehension and writing skill of students at SMAN 1 Rimba Melintang?

1.6 Significance of the study

The findings of this study are expected to give some contribution to English teachers in using Cooperative Integrated Reading and Composition (CIRC) method and provide them with better insights in facilitating students in order to be more effective and efficient when cooperating in group learning. By choosing the right approach of teaching English, teachers would potentially have a particular success in their teaching performance. The appropriate approach is also expected to be useful to the English language learners in order to have a better learning strategy or technique in improving their reading comprehension and writing skill of descriptive texts. Besides, findings of this study offer research ideas for those who are interested in applying Cooperative Integrated Reading and Composition (CIRC) Method as part of their research projects.

This study surely also has contributed to the researcher's better viewpoints on English language teaching and learning process, particularly at Rimba Melintang senior high school. The study also offers insights to other researchers in terms of

knowledge and information in applying an innovative approach in teaching English as a foreign or second language for different use of genres text. Lastly, it could give some contributions to the Graduate Program at State Islamic University of Sultan Syarif kasim Riau, particularly in promoting better English language education at the university.

1.7 Rationale of the study

In this research, CIRC method was proposed as an alternative strategy and considered as an effective strategy in facilitating students to improve their reading comprehension and writing skill. Yaman (1999) said that Cooperative Integrated Reading Composition (CIRC) Method, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC method presents a structure that increases not only opportunities for direct teaching in reading and writing, but also the applicabilities of composition writing method.

Internal structure of CIRC technique consist of elements such as knowing individuals well, establishing proper groups, ensuring inter-group communication, using materials appropriate for the content in a timely and orderly manner, supporting groups, fostering cooperation, group and individual assessment. The teacher is the primary actor who realizes, regulates and supports these phases. The instructor's experience and knowledge are important for achieving success in these activities. Skillful performances of reading (silent and oral) comprehension activities as well as expressive activities (such as writing composition and grammar activities) via

worksheets organized as the principles of CIRC method is proportional to the teacher's guidance (Stevens and Slavin, 1995).

1.8 Definition of key terms

It is important to define several key terms used in this research to avoid misunderstanding and misinterpretation. The key terms were defined based on the title of this research, namely "the effect of using Cooperative Integrated Reading and Composition (CIRC) Method towards students' reading comprehension and writing skill of the second grade at SMAN 1 Rimba Melintang". Referring to the title of the research above, thus, the followings are three key terms and their definition:

a. Cooperative Integrated Reading and Composition (CIRC) Method

Slavin (1991: 12) stated that CIRC is a comprehensive method to teach reading, writing and language arts for upper elementary and middle grades. In this research, CIRC is a method used by the researcher as an alternative strategy to help improve reading comprehension and writing skill of the second grade students at SMAN 1 Rimba Melintang.

b. Reading Comprehension

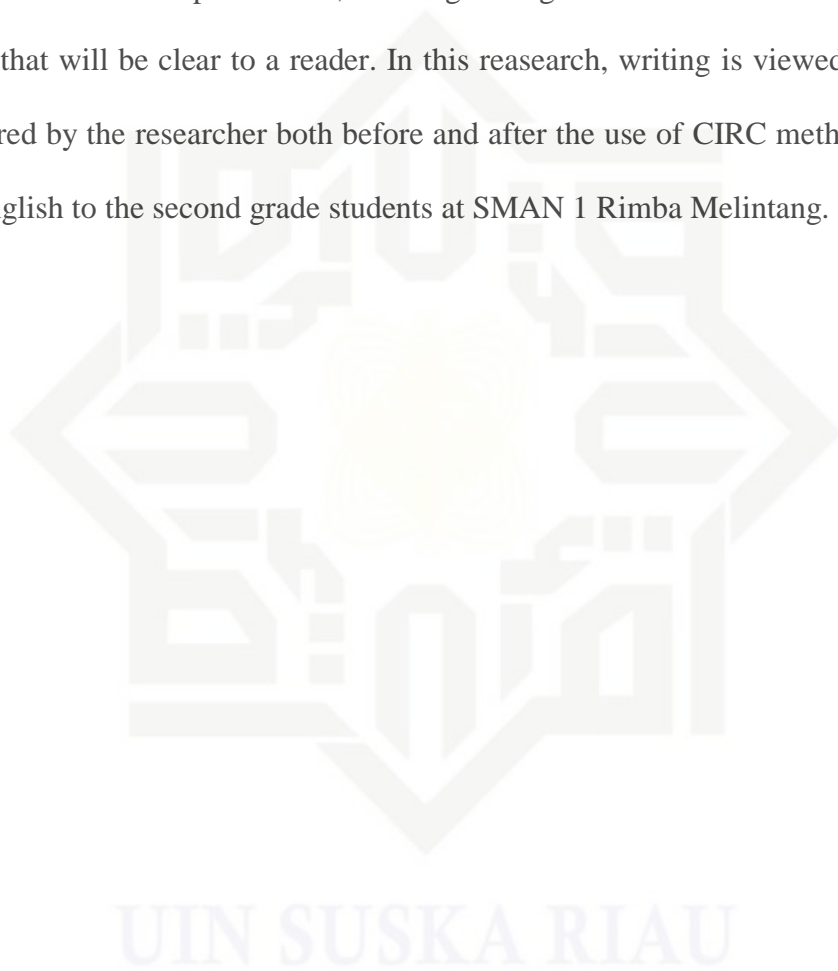
Pardo (2004) defines reading comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge and the information found in the text. In this research, reading comprehension is a skill measured by the researcher both before and after the use of CIRC method in teaching English to the second grade students at SMAN 1 Rimba Melintang.

c. Writing skill

Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In this reasearch, writing is viewed as a skill measured by the researcher both before and after the use of CIRC method in teaching English to the second grade students at SMAN 1 Rimba Melintang.

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CHAPTER II

LITERATURE REVIEW

This chapter reviews six areas related to the investigation about the effect of CIRC method on students' reading comprehension and writing skill. The chapter, therefore, includes discussion about reading comprehension, learning participation, CIRC method, previous studies about the effect of CIRC method on students' reading comprehension and writing skill, the operational concept, and the hypotheses. Each of these is discussed below.

2.1. Reading comprehension

Many experts offer different definitions of reading comprehension. Dorn (2005:1) states that comprehension is a cognitive process we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader. That is why reading is closely related to comprehension, because they both have a certain process.

In addition, Klingner (2007:2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and literacy. Comprehension is the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking

key ideas. Thus, reading comprehension is about how readers can guide the text that they read with their understanding as they think in their mind.

Vaughn and Sylvia (2004;98) state that reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader's text and goals,
- e. Recognizing the author's purpose
- f. distinguishing between facts and opinions, and
- g. Drawing logical conclusions.

Weaknesses in any of these abilities can impair reading comprehension and might cause students to disengage from the task of interpreting the texts. Effective readers are able to put information together, make connections, remember and retell facts, evaluate what they read, and substantiate their opinions, conclusions and predictions (Thomas et al., 2008).

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading texts, information children develop mental models or representations of meaning of the text ideas during the reading process (Woolley, 2011).

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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According to ricketts et al. (2008), weak readers are unable to connect ideas together as they read, and they remember very little of the details after they have read a passage. Weak readers do not think deeply about what they are reading, do not interact cognitively with the information, and do not monitor their own level of understanding. Weak readers do not check back or re-read the material when meaning is lost and they are poor in inferring meaning beyond the words given on the page (Sencibaugh, 2007).

There are five classification of reading comprehension based on Barrett's taxonomy classification (1968). These are:

- a. Literal comprehension
- b. Re-organization
- c. Inference
- d. Evaluation
- e. Appreciation.

Literal comprehension is the lowest level where students identify information from a text or text directly. Re-organization is the level in which students organize information from texts in different way.

Inference is the level at which students respond to implied information from texts. Evaluation refers to how students make their judgment to the information gained. Lastly, appreciation is the highest level where students give an emotional or image-based response. Briefly, reading comprehension is reading a text to which a reader's understanding is gained based on background experience of the reader, his or

her general knowledge, vocabulary, syntactical awareness, and word idemtification skills.

According to Pang (2003:14), comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

Al-Sa'oud (2002) states that reading comprehension is the final goal of any reading task. As a result, he believes that the readers have to employ different reading strategies, knowledge of the content, and experience to comprehend the reading text and obtain the meaning. Reading comprehension is considered the ultimate goal of reading.

According to Snow (2002), reading comprehension is an ongoing reading process in which the reader constructs the meaning from the printed text through an interactive process. To Snow, reading comprehension requires three main components which vary in the phases of reading (pre-reading, reading, post reading). These components are: the reader interacts with the text using his/ her abilities, various sources of knowledge such as linguistic and discourse knowledge, and experiences, the text which might be a printed or electronic text, and the activity which includes the reader's purposes and process.

Reading comprehension is improved through the use of methods which include training the ability to self-assess comprehension, using some questions to put comprehension to the test, and improving metacognition. An active process of comprehending is called reading. It is important that non-English speaking readers use reading strategies effectively to read English texts.

In addition, Grabe and Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of them. Furthermore Day and Park (2005) also propose several types of comprehension as follow:

- a. Literal comprehension. Literal comprehension means to have a straightforward understanding of meaning of a text, such as vocabularies and facts, which is not explicated in that text.



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- b. Inferential comprehension. Inferential comprehension means to conclude information from a text and build new information which is not explicitly stated of the text.
- c. Reorganization. Reorganization is rearranging information from various parts of a text in order to get new information.
- d. Predictive comprehension. Predictive comprehension refers to a readers' integrated understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
- e. Evaluative comprehension. Evaluative comprehension is similar to inferential comprehension. The difference is that evaluative comprehension requires reader's comprehensive judgment about some aspects of the text and ability to redevelop an understanding by using related issues.

Fata and Nasir (2014) state that, based on their understanding of the 2013 Curriculum Document published by the Ministry of Education (2013), the curriculum development objective is to achieve competence formulated from the graduates' standard of competencies (*Standard Kompetensi Lulusan/SKL*). In other words, the learning and curriculum outcomes are measured from the achievement of competence. Previously in KTSP, the national standard; *Standard Kompetensi Lulusan/SKL* (Graduates Standard Competence) is translated into *Standard Kompetensi (SK)* and *Kompetensi Standard (KD)*, meanwhile in the 2013 curriculum,

the graduates' standard competence is applied into *Kompetensi Inti* or Core Competence and *Kompetensi Dasar* or Basic Competence.

In addition, Tankersley (2003: 100) state that additional ways to help build students' skills during the reading process include:

- a. Retelling. An easy way to determine if students have good comprehension of the material that they are reading is to ask the student to retell what has been read.
- b. Recording story elements. This activity can be done independently or in a small group depending on the student's level of familiarity with the given elements.
- c. Looking for specific information. Give students several sticky notes and ask them to find clues in their reading to answer a specific question.
- d. Putting sentences in order. Identifying sequence is an important skill for readers as well as for writers. Type up simple passages and then cut the sentences apart.
- e. Identifying the main idea. Newspaper articles can help students develop the concepts of main idea and supporting details.
- f. Monitoring comprehension. Students must be taught to monitor their own comprehension as they read.
- g. Using graphic organizers. Graphic organizers are visual representations that increase retention and understanding of the material being read. Encourage

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students to complete the given web with the appropriate relationships as they read the material.

- h. Keeping a two-column log. The student updates this information at key points in the story or as comments arise.
- i. Reciprocal teaching. Reciprocal teaching techniques help in the development of good comprehension skills.
- j. Modeling comments. Read a short picture book to students and then model giving a comment about the book.
- k. Visualizing. Learning to visualize while reading is an important skill for students to develop. Discuss with students the idea that reading should help us visualize and make a connection to pictures in the mind.
- l. Making inferences. Students need to develop the ability to make inferences while reading.
- m. Discussing confusing material. Give students small “flag” markers and ask them to place a flag in any areas where comprehension was lost while reading.

The meaning constructed from the same text can vary greatly among people because of differences in the knowledge they possess. According to Anderson et al. (1985: 18-25), the success of a reading process depends on five generalizations, they are:

- a. Reading is a constructive process.

No text is completely self explanatory. In interpreting a text, readers draw on their store of knowledge about the topic of the text. Readers use this prior

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knowledge to fill in gaps in the message and to integrate the different pieces of information in the message. That is to say, readers “construct” the meaning.

b. Reading must be fluent

The foundation of fluency is the ability to identify individual words. Since English is an alphabetic language, there is a fairly regular connection between the spelling of a word and its pronunciation. Every reader must “break the code” that relates spelling to sound and meaning. Reader must be able to decode words quickly and accurately so that this process can coordinate fluidly with the process of constructing the meaning of the text.

c. Reading must be strategic

Skilled readers are flexible. How they read depends upon the complexity of the text, their familiarity with the topic, and their purpose for reading.

d. Reading requires motivation

As every teacher knows, motivation is one of the keys to learning to read. It will take most to learn to read well. Somehow, attention must be sustained during this period and must not lose the hope that eventually will become successful reader. Teachers whose classes are motivated are described as business-like but supportive and friendly.

e. Reading is a continuously developing skill

Reading, like playing a musical instrument, is not something that is mastered once and for all at a certain age. Rather, it is like something that continues to

improve through practice. The process begins with a person's earliest exposure to text and a literate culture and continues throughout life.

Chesla (2001: 3) also defined that five specific strategies will help students become an active reader:

1. Skimming ahead and jumping back

Skimming ahead enables you to see what's coming up. Before you begin reading, scan the text to see what's ahead. Jumping back helps you remember the information you just read. You can see how each idea fits into the whole and how ideas and information are connected.

2. Highlighting or underlining key words and ideas.

By highlighting or underlining the key words and ideas, you'll make important information stand out. You'll also make it easier to find that information when you want to write a summary or to study for an exam.

3. Looking up unfamiliar vocabulary words.

Looking up unfamiliar words is another very important active reading strategy. You need to know what the words mean to understand what someone is saying. After all, a key word or phrase can change the meaning of a whole passage.

4. Recording your questions and comments.

As you read, you're bound to have questions and comments. You're also likely to have reactions to the reading.

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5. Looking for clues throughout the text.

The key to finding these clues is to look carefully. Be observant. As you read, keep your eyes open. Look not just at what the writer is saying, but also in how he or she says it. Notice the words he or she uses. Look at how the ideas are organized.

Based on explanation above, it can be concluded that reading is an activity which needs more thinking process to develop the ideas to gain the information of the text. It can be said that we know a great deal about what good readers do when they read and that process of reading comprehension is important to learn in order to achieve the intended goal of a certain reading activity.

Smith and Robinson (1980:205) state that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author. Reading comprehension is such a kind of dialogue between an author and a reader in which the written language becomes the medium that cause the dialogue to happen when the two persons communicate through the medium of printed papers.

Soedarso in Fuzidri, et al (2014) also argues that reading comprehension is the ability to read to understand the main ideas and important details of the overall content of a reading text. Comprehension is defined by Pardo (2004), In Ellen K. Clossas, as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text. When skillful readers use their schema, their known information is integrated with

their new information through a series of connections. In summary, when we read a text or texts we interact and construct meaning based on our own background knowledge.

Reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing. Reading comprehension is about relating prior knowledge to the new knowledge contained in written texts, prior knowledge, in turn, depends on lived experience. Having more prior knowledge may lead to having more comprehension. So, reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what is read. In other words, reading without understanding is useless.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding a reading text or information, readers develop mental models, or representations of meaning of the text ideas during the reading process (Woolley, 2011).

Reading comprehension is intended to allow students to have a good understanding of the text read. Assessment of students' reading comprehension skills necessary to measure the level of student success. According to Brown (in Saddhono and Slamet, 2012: 90-91), readers' responses may indicate the level of understanding of a text, namely:

- a. work, which responds physically a clue;

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- b. select, namely selecting the alternative (topics, images, data, text) that are relevant to the reading;
- c. transfer, which is a summary of the text;
- d. reply, which is answering questions about the text;
- e. summarize, which is creating an outline or reading frame;
- f. expand, which is ending to continue reading;
- g. demonstrate, which is the practice to set an example; and
- h. converse, which is doing question and answer to indicate the provision of information about the reading.

According to Indikhiro (2010), to know the students' reading comprehension, some indicators for reading comprehension include the followings:

- a. The students' ability to find specific information in the reading comprehension.
- b. The students' ability to identify the main idea in the reading comprehension.
- c. The students' ability to find the meaning of new vocabulary in the reading comprehension.
- d. The students' ability to make inference form in the reading comprehension.
- e. The students' ability to identify reference in the reading comprehension.

In addition, Klingner (2007:2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and literacy. Comprehension is the

active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. So, reading comprehension is about how readers can guide the text that they read with their understanding as they think in their mind.

Furthermore, Brath (2012:4) states that reading is essential to success in the school, work, and society. A student's ability to make sense of grade level texts can ensure either success or failure in the school, depending on the student's ability to comprehend.

Comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the reader and the text, the understanding of the language and vocabulary in the text, and the learning and use of specific strategies for comprehension.

2.1.1 Teaching reading comprehension

Teaching reading comprehension is a process to transfer knowledge of reading about how to understand the text effectively and efficiently. According to Nunan (2003: 68), teaching reading has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. Second, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language.

Tanskerley (2003; 144) states that the goal of teaching reading must be comprehension skills and strategies, to develop background knowledge, and to build

understanding. Therefore, without comprehension skill and strategies readers cannot build understanding about the text and cannot develop our knowledge.

In teaching reading comprehension, a teacher needs a number of strategies to make students comprehend the reading texts. According Brown (2000: 306-311), the followings are ten strategies which can be applied in teaching reading comprehension in the classroom:

a. Identifying the purpose in reading

By knowing the purpose of what he or she reads, a reader can throw the unwanted distraction or information. By doing this, a reader knows what information s/he wants to know in reading a text (Brown, 2000: 306).

b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here the teacher also needs to teach how to read the sound words with sorts of vowel sound such as (bat, leg, wish, etc) and the sound of words with final silent “e” such as (late, time, bite, etc) (Brown, 2000: 306).

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

For advanced learners, teachers can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to

know the meaning of every word but the comprehension of the text is more important (Brown, 2000: 306).

d. Skimming the text for the main ideas

Skimming is one of the most valuable reading strategies for learners. Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000: 308).

e. Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that a reader needs in reading a text. Scanning exercises may require students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000: 308).

f. Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text (Brown, 2000: 308).

g. Guessing when you are not certain

Brown (2000: 309) states that guessing is an extremely broad category.

Learners can use guessing to their advantages to:

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- a. guess the meaning of a word,
- b. guess grammatical relationship (e.g., a pronoun reference),
- c. guess a discourse relationship,
- d. infer implied meaning (“between the lines”),
- f. guess about a cultural reference, and
- g. guess content of messages.

Those micro skills can be used by teachers as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, students should encourage themselves to be strong readers. Strong reading comprehension skills help students in all other subjects and in their personal and professional lives in the future.

According to Harris and Graham (2007), there are five reading processes that should be considered by teachers. They are:

- a. Micro Processes

Micro processing refers to the reader’s initial chunking of idea units within individual sentences. ‘Chunking’ involves grouping words into phrases or cluster of words that carry meaning, and requires an understanding of syntax as well vocabulary. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage.



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b. Integrative Process

As a reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative process include being able to identify and understanding pronoun referents and being able to infer causation or sequence.

c. Metacognitive Process

The metacognitive processes a reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies a reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or selections of a passage, note taking, and checking understanding.

Each teacher teaches in a different way, whether in the use of technique or strategy. It depends on the subject matter and depending on whether the strategy is appropriate in use in the lesson. Each strategy has its own advantages and disadvantages. A teacher must be creative, effective and innovative so that students can follow the lesson well and get satisfactory results, including the results of understanding the learning and the value that they get.

According to Djamarah (1995: 6), there are four very important basic issues that can and should be made by teachers as guidelines for the implementation of learning activities to succeed accordingly as expected. They are:

- a. The learning objectives that are formulated to be clear and directed.
- b. Choosing how to approach learning of teaching that is considered the most precise and effective to achieve target
- c. Selecting and setting procedures, methods and strategy for the study of teaching that is considered most appropriate and effective.

In conclusion, all of the processes will help students in learning English, especially in learning to improve their reading comprehension. These will help students to understand parts of the text that they view suitable as teacher's explanation. Lastly, it will be easier for readers to understand what the real meaning is because they already know some processes of teaching reading.

2.1.2 Reading English Text

An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writer of the text also uses genre as the way to present the information logically. Swales (1990: 58) states that genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes.

Every genre of text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and make the idea into the unity of text. In



teaching genre, English teachers should give the basic materials about genre. The concept of genre also explains that an English text has different purposes and different generic structure. In addition, the concept of genre also explains the different language features.

In teaching reading English text, the English teacher in this study introduced the text types based on the curriculum used in SMAN 1 Rimba Melintang. The text types in the first semester were report, narrative and analytical exposition texts. In the second semester were narrative, spoof, and analytical exposition texts.

2.1.3 Narrative texts

There are various kinds of texts learned by the students. One of them is narrative text. Langan (2001: 195) states that narration is story telling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating the details of something that has happened to us. While Richards (2002: 384) points out that narrative is the written or the oral account of real or fictional story. Moreover, Barwick (1999: 4) also states that narrative relates a realistic, imagined or fictitious story. It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction. The purpose of narrative text is to entertain or to amuse the readers about the story.

According to Barwick (1999: 4), the purpose of narrative is not only to amuse and interest the readers but simultaneously also to teache, explain or inform. Kalayo and Anshari (2007: 130) also state that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach. It is true because narrative texts

always contain various messages that may entertain or give education to the readers themselves.

Barwick (1999: 4) also states that narrative can be divided into two categories: (1) traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends and (2) modern fiction including modern fantasy and contemporary realistic fictions. These are all kinds of narrative texts, which all have their own structure of the story.

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction, and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader respond to some events in your life as if it were your own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

According to Gerot and Wignell (1994: 204), narrative text has a generic structure that consist of orientation, complication, and resolution. Orientation means introduction in which the characters, settings and time of the story are established.

The function of the orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story. The next stage is complication. In this stage, the conflicts arise and the main character attempts to solve the problem. Next stage is resolution. This part usually may be resolved for better or worse. It can be happy or unhappy. The last stage is coda. It is a stage where the writer found a moral or message to be learned from the story.

A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

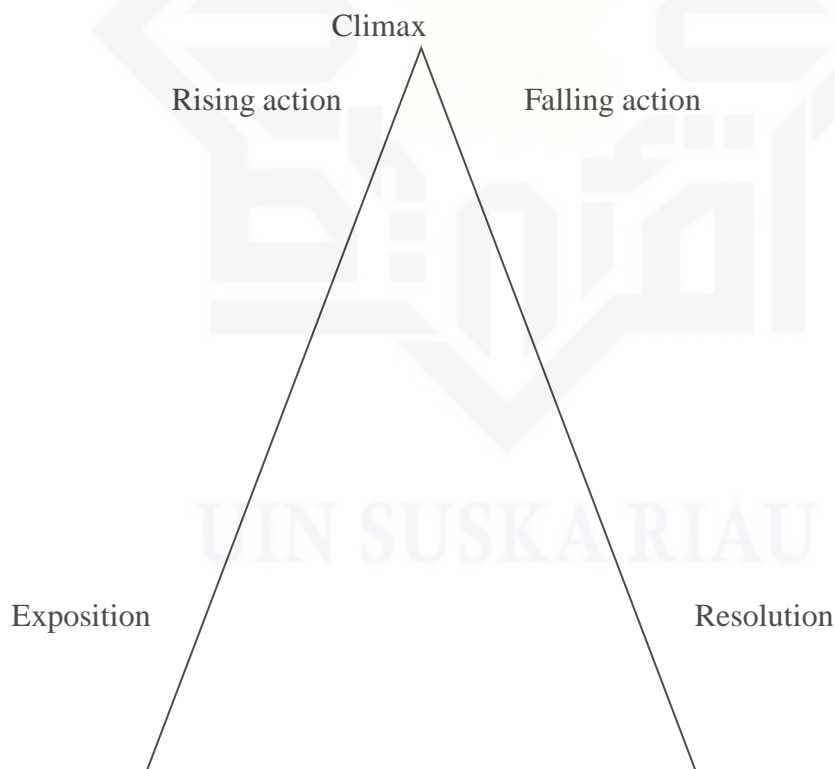


Figure 2.1 : Freitag triangle

That picture is known as the Freitag triangle. The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically

in our writing. The Freitag triangle consists of: (a) the composition: it establishes the characters and situation, (b) rising action: it refers to a series of complication leading to the climax, (c) the climax: it is the critical moment when problem/conflicts demand something to be done about them, (d) falling action: it is the moment away from the highest peak of excitement, and (e) the resolution: it refers to the result or outcome.

According Neo (2005), all of the narrative text types have the social purpose to entertain and instruct the readers. The generic structure of narrative text consists of three parts: orientation, complication/problems, and resolution.

Example of narrative text

Title	Cinderella
Orientation(Characters,Setting, Main idea)	Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.
Complication (Body)	One day an invitation to the ball come to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.
Resolution	Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

On the other hand, according to Anderson (1997), the steps of narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. An orientation is about the opening paragraph where the characters are introduced, where and when the story takes place.

A complication is about the problems that the participants have. The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen.

This complication will involve the main characters and often serves to (temporally) toward them from reaching their goal. A sequence of events where the characters react to the complication. A resolution is about how the problem is solved. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. And a coda provides a comment or moral based on what has been learned from the story, but it is an optional step.

Narrative text also has language features. Language feature refers to some linguistic aspects of the text that are needed to present meanings in the narrative text.

Language features of a narrative text are:

- a. Past tense (killed, drunk, etc.)
- b. Adverb of time (once upon a time, a long time ago, etc.)
- c. Time conjunction. Time words that connect events to tell when they occurred (when, then, suddenly, etc.)

- d. Specific character. The character of the story is specific, not general (Cinderella, Snow White, etc.)
- e. Action verbs. Verbs to show the actions that occur in the story (Killed, dug, walked, etc.)
- f. Direct speech. It uses present tense and makes story lively. (Snow White said, “my name is snow white”).

2.1.4 Assessment of reading comprehension

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences. To collect the information of students' improvement in reading comprehension, some assessments of reading are essential to be carried out. Unlike speaking and writing, the reading process and product cannot be seen and observed specifically.

For this reason, all assessment of reading must be carried out by inference. Some considerations are needed in designing assessment of reading, such as the types of genres of written text, the components of reading ability, and specific tasks.

Furthermore, the types of reading performance will influence the assessment tasks as well. Brown (2003) lists a number of possible tasks for assessing perceptive, selective, interactive and extensive reading. Related to the specifications of reading in this study, that is assessing students' interactive reading performance, there are three types of possible assessment tasks applied as follow:

a. Multiple-choice

The multiple-choice provides not only the vocabulary and grammatical items but also the context to assess the students' understanding of information in the text.

The context is presented by putting a pair or part of a text followed by questions in which the students have to responds correctly.

b. Impromptu reading plus comprehension

This type of assessment involves impromptu reading and responding to questions.

It is commonly used in proficiency test. In this test, students are provided a reading passage followed by questions and have to responds to the items. The set of questions in impromptu reading covers the comprehension of some features of reading:

- a. Main idea
- b. Expressions/idioms/phrases in context
- c. Inference
- d. Grammatical features
- e. Detail
- f. Excluding facts not written
- g. Supporting idea(s)
- h. Vocabulary in context.

These specifications and the questions are in line with strategies of effective reading: skimming for main idea, scanning for details, guessing word

from context, inferencing, using discourse makers, etc which are assessed in this study.

c. Short answer task

In this type of assessment, reading passage is presented, and the students read questions that must be answered in a sentence or two. The questions might cover the same specifications similar to the impromptu reading. Those three types of assessments tasks have the combination of form-focused and meaning-focused objectives. They cover the objectives of reading assessment especially in the comprehension issue and embody the evidences of students' reading comprehension.

2.2 Writing skill

2.2.1 Definition of writing skill

Communication can be done in two ways: in oral and written forms. When someone cannot share the ideas by speaking, he or she can use a written form to communicate with others. There are some definitions about writing according to experts in the studies about writing skill. Gaith (2002:1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing as a language skill is defined by Brown (2001:335) as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals”. The statement above shows that writing is a written productive skill. Writing is a productive skill besides speaking skill. Written language is produced in written form, whereas spoken language is produced by speaking it and understood by listening to it. Therefore, written language can also be seen as representation of the spoken language.

Writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that has to be mastered by English learners. There are several ideas about definition of writing in general. Nurgiyantoro (2001) views writing activity as the latest skill mastered by students after listening, speaking, and reading skills.

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered this skill, they will be able to write. Thus, not only can they read what they have written, but other speakers of that language can also read and understand it. Here is a kind of writing skill that students are expected to master: comprehensibility skill for writing, including understanding that writing is communicating messages or information.

Brown (2004: 244-245) mentions the scoring or writing aspect criteria that should be measured in writing skill, they are organization (introduction, body and conclusion), content (logical development ideas), grammar, punctuation (spelling and mechanics), and style and quality of expression. Those aspects should be measured to know the students' progression in writing. Through this assessment, teachers can identify students' weaknesses in order to define the right action to solve the problems they have in improving their writing skill.

According to Harris (1993:10), writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some need a longer time to just think about what to write before making the initial draft.

Bell and Burnaby in Nunan (1989: 36) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentences, structure, vocabulary, punctuation, spelling, and letter formation.

According to Harmer (2004:11), writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres. These elements have to be presented in learning activities.

From the ideas above, the the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions and feelings using combination of letters in written language that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation, meanings, linking ideas, and information across sentences to develop a topic, etc. It means that the writer has to organize the sentences into a coherent text whole which is as possible and ascomplete in it so that we are able to communicate successfully with the readers through the medium of writing.

According to Harmer (2005: 4-6), the writing process is divided into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

a. Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece, that is, how best to sequence the facts, ideas, or arguments which are decided to include.

b. Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

c. Editing (reflecting and revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

d. Final Versions

It is the last stage of the writing process when the written text is ready to be sent to its intended audience.

Anthony Seow cited by Richards and Renandya (2002:315) also states that there are four main stages of the writing process, that is, planning, drafting, revising and editing. Planning or prewriting is an activity that encourages the students to write. Drafting is the process of gathering ideas for the first time.

Editing is the stage of reviewing the texts on the basis of feedback given. Editing is the process of tidying up the texts for grammar, spelling, punctuation, diction, sentence structure and accuracy for preparing the final draft.

Writing is not a simple thing. A language learner should master the microskills in writing so that they can produce a good result in their writing.

Concerning this, Brown (2001: 343) lists twelve skills that must be mastered by students to improve the writing skills. They are as follows:

- a. Producing graphemes and orthographic pattern of English.
- b. Producing writing at an efficient rate of speed to suit the purpose.
- c. Producing an acceptable core of words and use appropriate word order patterns.
- d. Using acceptable grammatical systems (e.g. tense, agreement, and pluralization) pattern, and rules.
- e. Expressing a particular meaning in different grammatical forms
- f. Using cohesive devices in written discourse
- g. Using the rhetorical forms and conventions of written discourse
- h. Appropriately accomplishing the communicative functions of written
- i. texts according to form and purpose.
- j. Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- k. Distinguish between literal and implied meanings when writing.
- l. Correctly conveying cultural specific references in the context of the written text.
- m. Developing and using a battery of written strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with



fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback or revising and editing.

It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

Nunan (2003:88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Based on experts' opinion mentioned previously, the researcher concludes that writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways.

2.2.2 The importance of writing skill

Writing is a complex process. This indicates that, in writing, students have to consider many things to build a good writing result. Harmer (2004: 31-33) states that there are many advantages of learning to write. They are as follows:

- a. Writing is often not time-bound in the way conversation is. It means that students have longer time to think than in speaking activity. They can check their grammar patterns.

b. Writing encourages students to focus on accurate language use because they think as they write; it may provoke development well as they resolve problems which writing puts in their mind.

c. Writing is often used as means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

d. Writing is frequently usefull as preparation for some other activity.

e. Writing can also, off course, be used as an integral part of a larger activity where the focus is on something else as language practice, acting out, or speaking.

For example, a teacher asks her/his students to make a short dialogue which they will then act out.

f. Writing is also use in questionnaire type activity

Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

From the explanation above the writer can conclude that writing skill is very important to be learnt. Writing helps us in solving and improving other skills in learning language.

2.2.3 The components of writing

Tests can be used know students' writing skill. Arikunto (2002: 127) states that test is a set of questions, exercises of other instrument which are used to measure skill, knowledge, intelligence, and aptitude of an individual or group. The test is used

to obtain the data of the students' writing skill. Writing test is used to investigate students' skill in writing. The data can be collected from students using a composition task. Before administering a test to the students, the research should firstly checks the readability of the instrument. Readability is defined as reading ease, especially as it result from a writing style. To know the readability of the writing test, the research asks the students who are not the members of experimental or control group to read and understand the meaning of the instruction of the writing test. If 90% of students can understand what the research wants them to do, it means that the writing test is readable.

To analyze the writing test, the research used analytical scoring rubric. In order to have more objective result of the scores, the students' writings are scored by two persons (inter-rater technique). Classroom evaluation of learning is best served through analytic scoring, in which as many as five major elements of writing are scored. Analytical scoring may be more appropriately called analytic assessment in order to capture is closer association with classroom language instruction than with formal testing.

Brown and Bailey (1994 in Reid, 1993: 244-245) design an analytical scale that specifies five major categories and a description of five different levels in each category:

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a. Organization : Introduction, body, and conclusion

It means how the students organize their idea. Whether each paragraph is organize well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

b. Content : Logical development of ideas

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

c. Grammar

The students use effective complex sentence construction and make only few faults in the using of grammar.

d. Mechanics : Punctuation and spelling

If the students could choose the correct words as it is function and master informing words.

e. Vocabulary style and quality of expression

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So, the students should mastere in writing good paragraph.

2.2.4 Paragraph writing

There are some definitions about paragraph writing according to experts in the field. Sanggam (2007:11) states that paragraph is a product of written language

skill to express the topic in a piece of writing. Taringan (2008:4) states that paragraph is a unit of language forms which is the result of sentences merging.

Barnett (in Nursisto, 2000: 28) states that the characteristics of a good paragraph is that it consists of meaning, message, thought, or main idea that are relevant with the whole idea, including one main idea that leads to construct the coherence and cohesiveness of sentences logically and systematically.

Cohesiveness and coherence are needed to write a good paragraph. Cohesiveness is needed to form a human thinking in forming the words, sentences, and the continuous inter-sentences and paragraph. On the other hand, the coherence is needed to provide a human thinking in order to make the paragraph systematic and logic.

A good paragraph has two rules, i.e.: cohesive and coherent. Cohesiveness of a paragraph can be formed with one main idea. The sentences in the paragraph must be arranged and it may not diverge from main idea. Coherence of a paragraph could be formed through the arrangement of logical sentences. It needs the word conjunctions to arrange sentences in the paragraph appropriately.

Lunsford and Collins (2003:116) define that paragraph is a group of sentences or a single sentence that forms a unit. It is also defined by Syamsuri (2009: 610) who refers to paragraph as a unity of mind, a unity which is more extensive than the sentence.

From the explanation above it can be concluded that paragraph is a written form of text which contains several sentences and are related to one main topic.

2.2.5 The teaching of writing skill

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging students' participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area.

Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure students' participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning. Having decided on the target area, the teacher can focus on the means to achieve this type of learning.

In English language teaching, a communicative approach to teach writing is very crucial since it is a means to consolidate language used in learning English as a foreign language. Therefore, to motivate students, communicative approach to teach writing is necessary to engage them in some act of communication.

In gaining the intended goals of teaching writing, there are some processes that a teacher should follow. Brown (1994:320-321) summarizes that teaching writing should;

- a. focus on the process of writing that leads to the final written products;
- b. help the students understand their own composing process;

- c. help students build repertoires of strategies for pre-writing, drafting, and rewriting;
- d. give students time to write and rewrite;
- e. place central importance on the process of revision;
- f. let students discover what they want to say as they write;
- g. give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. encourage feedback both from the instructor and peers; and
- i. include individual conferences between teacher and students during the process of composition.

In addition, to achieve the goal of teaching writing, practices will make them perfect. The more students practice writing with a systematic and graded way, the better the result will be in that the students will sharpen their sensitivity in choosing the diction, using the appropriate grammar as well as the writing styles and genres. In this process, a student-centered activity will give the students more chances to improve their writing by the guidance of the lectures functioning themselves as the facilitators and guides.

2.2.6 Assessment of writing skill

To assess and evaluate students writing, there are many scoring rubrics proposed by experts. One of the most widely used analytical scales for ESL writing is the composition profile in Testing ESL Writing (Jacobs in Reid). According to Smith

in Reid (1993: 246) there are some criteria for good writing namely: content, organization, style, correctness. In line with Jacobs scoring rubric, Harris (1995:68-69) said there are five general components in writing, such as content, organization, vocabulary, grammar, and mechanic.

Assessment is a tool to appraise students' achievement in language learning that can be useful information for students and teachers. Students can see the result of their learning so they can evaluate and control their own learning. Teachers can use the assessment to improve their teaching process.

2.3 The CIRC method

2.3.1 Definition of CIRC

CIRC is a comprehensive program for teaching reading and writing in which students are assigned to teams composed of pairs of students from two or more different levels (Durukan, 2009: 102). It consists of a variety of instructional practices which develop social, academic, and communication skills. The principal features of CIRC stem from an analysis of recent research on effective reading, writing, and language instruction. The CIRC program consists of three principal elements: direct instruction in reading comprehension, treasure hunt activities, and integrated language arts and writing. Treasure hunts are worksheets that include comprehension questions, prediction guidelines, new vocabulary to be learned, story retell, and story related writing suggestions. In all of these activities students work in heterogeneous learning teams (Calderon, 1992: 83).

According to Slavin (2005:18), CIRC is a cooperative learning program that involves a series of activities derived from research on reading comprehension and writing skill. Students work in four-member heterogeneous learning teams. After the teacher introduces a story from a basal text or trade book, students work in their teams on a prescribed series of activities relating to the story. These include partner reading, where students take turns reading to each other in pairs “treasure hunt” activities, in which students work together to indentify characters, settings, problems, and problem solutions in text; and summarization activities. Students write “meaningful sentences” to show the meaning of new vocabulary words, and write compositions that relate to their reading.

Cooperative Integrated Reading and Composition (CIRC) Method, one of the learning method based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC method present a structure that increases not only opportunities for direct teaching in reading and writing, but also the applicabilities of composition writing method (Açıkgöz, 1991; Yaman, 1999). CIRC method is developed to support traditionally used “skill-based reading group” approach.

The program includes a curriculum for teaching main idea, figurative language, and other comprehension skills, and includes a home reading and book report component. The writing/language arts component CIRC uses a cooperative writing process approach in which students work together to plan, draft, revise, edit, and publish compositions in a variaty of genres. Students master language mechanics

skills in their teams and these are then added to editing checklists to ensure their application in students' own writing.

A unique aspect of CIRC is its focus on cooperative team learning (Madden 2011) however, as is also done in traditional reading programs, CIRC teachers use anthologies, basal readers, and novels as instructional tools. Students work in pairs on activities that include reading to one another; predicting how stories will end; identifying characters and setting; summarizing stories for each other; writing responses to stories; and practicing spelling, decoding words and vocabulary. Students also write drafts, revise, and edit each other's work, and prepare to publish their writing.

Students then work in teams of four to five to better understand main ideas of a story and to improve other general comprehension skills. Measurement of individual students' contributions to their teams are based on quiz scores and independently written composition.

In this learning model, the students engage in a wide range of cooperative activities with four to five members in each team. Briefly, they describe an instance of implementing CIRC in the classroom where students are first given a reading text where they have to highlight the components or characteristics of the story or text then they have to write a composition in response to that story or text.

CIRC as one of the strategies in cooperative learning methods enables English teachers to teach reading and writing in integrated way. Slavin (1991: 12) stated that CIRC is a comprehensive method to teach reading, writing and language

arts for upper elementary and middle grades. The students are assigned into groups to read and discuss the text. Analyzing, summarizing, and composing the text into a piece of paper. Then, they write a text personally.

In CIRC, some groups of students work in heterogeneous learning team for all reading, language art, and writing activities. In reading students work with partner during follow up times on partner reading, decoding, story structure, prediction, and story summary activities related to the basal stories. Students also receive direct instruction on comprehension and meta comprehension activities, followed by team practice.

2.3.2 Principle features of CIRC

CIRC includes three principle elements: basal related activities, direct instruction in reading comprehension, and integrated language arts/writing. In all of these activities, students work in heterogeneous learning team. The major components of CIRC are (Slavin, 1989: 106):

a. Reading group

If reading groups are used, students are assigned to two or three reading groups according to their reading level, as determined by their teacher. Otherwise, instruction is given to the whole class.

b. Teams

Students are assigned to pairs (or triads) within their reading groups. The pairs are then assigned to teams composed of partnership from two different reading groups. For example, a team might be composed of two students from the

top reading group and two from the low group. Mainstreamed academically handicapped and remedial reading students are distributed among the teams.

Many of the activities within the teams are done in pairs, while the others involve the whole team; even during pair activities, however, the other pair is available for assistance and encouragement. Most of time, the teams work independently of the teacher, while the teacher either teaches reading group drawn from the various teams or works with individuals.

Students score on all quizzes, composition, and book reports contribute to a team score. Teams that meet an average criterion of 90 percent on all activities in a given week are designated “super teams” and receive attractive certificates; those that meet an average criterion 80-89 percent are designated “great teams” and receive less elaborate certificates.

c. Story –related activities

Students use their regular basal readers (or whatever text or reading materials are used in the school). Stories are introduced and discussed in teacher-led reading groups that meet for approximately 20 minutes each day. During these sessions, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary, and discuss the story after students have read it, and so on. Presentation methods for each segment of the lesson are structured. For example, teachers teach to use a vocabulary presentation procedure that requires a demonstration of understanding of word meaning by each individual, a review of methods of word attack, repetitive oral reading of vocabulary words to help

introduce the content of the story. Story discussion are structured to emphasize such skills as making and supporting predictions about the story and understanding major structural components of the story (for example problem and solution in recount).

2.3.3 The advantages of CIRC

There are some advantages of using CIRC in the teaching and learning process of reading. The advantages of cooperative integrated reading and composition are (Madden, 2011):

1. A variety of activities are included, there by preventing boredom;
2. Readers practice with a partner before reading aloud individually;
3. Many opportunities are offered for readers to learn vocabulary and to gain comprehension before writing takes place;
4. Materials are correlated with a wide array of basal and literature;
5. All students have an equal opportunity for success;
6. They learn to work and get along together;
7. Partners have a vested interest in seeing that all members of the team contribute for the good of the teams;
8. Follow-up support is provided. It can help the low students.

2.3.4 The relationship between reading comprehension and writing skill

Coles (1998:1) said that learning to read and write is perceived to be important across countries and culture. Wilson (1981; 279) states that the relationship

between reading comprehension and writing skill is based on communication. Both processes should develop as a natural extension of the child's need to communicate.

Nelson and calfee (1998; in Ming Yueh Sen, 2005: 2) suggests that while constructing meaning for the whole text, the writer has to specify "the functional aspects of language to readers for organizing, selecting and connecting in particular, which indicate that a writer utilizes the same schemata that are used for reading comprehension and writing skill".

Reading comprehension and writing skill connections have been proposed under the constructive orientation. Nelson and Calfee (1998) state that both reading comprehension and writing skill require learners to actively involve themselves in constructing meaning. Readers provide personal response and feelings that can be transacted into expressive writing. In this way, reading is used to stimulate writing as a source of motivation.

2.3.5 The procedure of CIRC

According to Slavin and Steven in Riyanto (2011), the procedure of CIRC can be seen as follows:

- a. Teacher introduces the topic before starting teaching;
- b. Teacher divides students into groups in which each group consists of four students heterogeneously;
- c. Teacher gives a text or composition that is suitable with the topic of the subject material to students;

- d. Students work in group, read, find the specific information and main idea, and give response or comment about the text by writing them on paper;
- e. Students present or read the result of the discussion in front of class;
- f. Teacher and students make conclusion; and
- g. Closing

2.4 Previous studies

According to Syafi'i (), previous studies is required to observe some previous studies conducted by other researchers in which they are relevant to the current study. Besides, it is important to analyze what issues previous studies focused on, what informed the design, and what the findings and conclusions are. The followings are several previous studies that are related and relevant to the current study:

1. Indikhiro (2010)

Indikhiro (2010) conducted a study entitled “*penerapan model pembelajaran Cooperative Integrated Reading and Composition (CIRC) berbasis komputer untuk meningkatkan hasil pembelajaran siswa pada pembelajaran TIK*”. Indikhiro found that the score of students' achievement before teaching using CIRC were in the rate of 23.67%, which then increased to the rate of 80.47% after teaching by using CIRC. This means CIRC learning model was effective in improving students learning achievement. The study shows that there was a significant difference in leaning achievement between students in the control group and those in the experimental group. Indikhiro's study is similar to this

study with regard to the implemetation of CIRC in teaching and learning process. The differences, however, are in the focus on the effect of using CIRC on students' reading comprehension and writing skill in this study; whereas in Indikhiro's study the focus is on implementation of CIRC to increase students' achieiment in learning ICT (Information and Communication Technology). In addition, both studies were conducted in different locations.

2. Rohani (2010)

Rohani (2010) conducted a study entitled "*Cooperative Learning Tipe CIRC berbasis penemuan untuk meningkatkan keterampilan dalam menyelesaikan soal cerita siswa kelas IX SMP Negeri 1 Tulis, kabupaten batang in Academic Year 2010/2011*". The research method which was used in the study was action research. From the study, she found that the hypothesis was accepted because final result of the third cycle was 69.00%, while in pre-cycle was 37.68%. Thus, it can be seen that students' ability increased from 37,68% to 69,00%. There was an increase of 26%. This shows that there is a significant increase of students' ability to solve narrative task by using cooperative integrated reading and composition strategy. Rohani's study is similar to this study with regard to the implemetation of CIRC in teaching and learning process. The differences, however, are in the focus on the effect of using CIRC on students' reading comprehension and writing skill in this study; whereas in Rohani's study the focus is on implementation of CIRC to increase students' skill to solve narrative story-based questions. Besides, both studies were conducted in different locations.

3. Prihatiningsih (2011)

Prihatiningsih (2011) conducted a study entitled "Improvement of Reading Skills Intensive Basic Idea Finding and Problems in the article Method with Cooperative Integrated Reading and Composition (CIRC) and the Engineering Students Close Reading in Class XII IPS 1 National High School District Pati Year 2009/2010". The results showed that an increase of 22.3% in intensive reading skills to find the main idea and the problems in the article by methods of Cooperative Integrated Reading and Composition (CIRC) and the technique of Close Reading. The average score of the class at the pre cycle of 57.7% and an increase of 16.1% to 73.8 at the stage of cycle I. In the second cycle, the average score of the class increased by 6.2% to 80. After the use of Cooperative Integrated Reading and Composition (CIRC) and the technique of Close Reading methods, a change in behavior of learners who were previously less enthusiastic and less active in the following study became very enthusiastic and active.

4. Khuzaimatun (2009)

Khuzaimatun (2009) conducted a study entitled "Ability to Increase Reading Comprehension with SQ3R Methods in Class X3 SMA Negeri 1 Sumberlawang". The results showed that the use of SQ3R method increased students' reading comprehension in the learning process. It can be seen from the increases in the first cycle of 32.5%, the second cycle of 60%, and the third cycle of 87.5%.

5. Munawaroh (2005)

Munawaroh's (2005) study entitled "Intensive Reading Skills Improvement Text Profile Figures by Component Approach Contextual Inquiry Students in class VIIB SMPN 10 Semarang" shows that students' intensive reading skills increased after following components of learning with contextual approach inquiry. Before the action was carried out, students' intensive reading skills were at the average value of 56.51. After the first cycle, students' intensive reading skills increased to 67.46. After the second cycle, the average value increased to 81. Each of these aspects in intensive reading text character profiles also increased. Drawson biographical aspects figure before the actions were at the average score of 58, the first cycle increased to 72.3 and the second cycle increased to 81.3.

2.5 Operational concept and indicators

In this study, there are three variables: one independent variable and two dependent variables. The first variable in this study is the use of CIRC method as the independent variable (Variable X), while the dependent variables are reading comprehension (Variable Y1) and writing skill (Variable Y2).

Variable X is the use of Cooperative Integrated Reading and Composition (CIRC) method as the independent variable. It refers to the method used by the teacher in teaching reading comprehension and writing skill. According to Slavin and Steven in Riyanto (2011), indicators of using CIRC are as follows:

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- a. The teacher divides the students into groups in which each group consists of four students heterogeneously;
- b. The teacher gives a text or composition that is suitable for the topic of the subject material to the students;
- c. Students work in groups, read, find the specific information and main idea, and give responses or comments about the text by writing them on paper;
- d. The students present or read the result of the discussion in front of class;
- e. The teacher and students make conclusion; and
- f. Closing

Variable Y1 is a dependent variable, which refers to students reading comprehension of narrative text. According to Indikhiro (2010), indicators of students' reading comprehension of narrative texts are as follow:

1. Students' ability to find specific information in the reading passage.
2. Students' ability to identify the main idea of the reading passage.
3. Students' ability to find the meaning of new vocabulary in the reading passage.
4. Students' ability to make inferences from the reading passage.
5. Students' ability to identify references in the reading passage.

Variable Y2 is a dependent variable which refers the students Writing Skill. According Brown and Bailey (1994 in Reid, 1993: 244-245), indicators of writing skill are:

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1. Organization : Introduction, body, and conclusion

This means how the students organize their ideas: whether or not each paragraph is organized well, whether or not the organization of the text is fluent in expressing, revealing ideas clearly, and whether or not it is in good organization, logic sequence, and cohesiveness.

2. Content : Logical development of ideas

Content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information and substantive so as to make a clear thesis development and relevant with the problem.

3. Grammar

Students use effective complex sentence construction and make only few faults in the using of grammar.

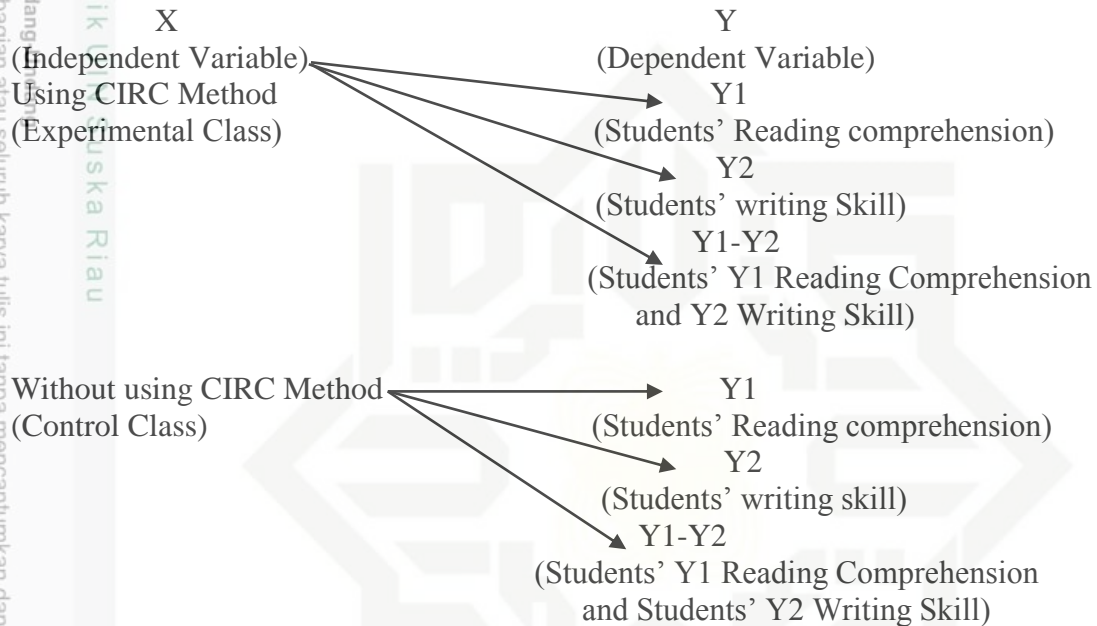
4. Vocabulary

Students could choose and master the correct words according to the function.

5. Mechanic : Punctuation and spelling

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should master mechanic to write a good paragraph.

Concept 1 Experimental Research



2.6 Assumption and Hypothesis

Assumption

Because students' skills in reading and writing are various, it is assumed that Cooperative Integrated Reading Composition (CIRC) Method might increase students' skill in their reading comprehension and writing skill of narrative texts. Using CIRC method is assumed as an appropriate method to increase students' reading comprehension and writing skill at SMAN 1 Rimba Melintang.

Hypothesis

H_a : There is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) method on students' reading comprehension.



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H₀ :

There is no a significant effect of using Cooperative Integrated Reading Composition (CIRC) method on students' reading comprehension.

H_a :

There is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) method on students' writing skill.

H₀ :

There is no a significant effect of using Cooperative Integrated Reading and Composition (CIRC) method on students' writing skill.

H_a :

There is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) method on students' reading comprehension and writing skill.

H₀ :

There is no a significant effect of using Cooperative Integrated Reading and Composition (CIRC) method on students' reading comprehension and writing skill.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The type of research design used in this study is quasi-experimental research. A quasi-experimental research aims to test an idea (or practice or procedure) to determine whether it influences an outcome on dependent variable(s) (Cresswell: 2008). An experiment is the quantitative approach that provides the greatest degree of control over the research procedures (Gay : 2000). In this research, the writer used a quasi-experimental design with a non-equivalen control group, in order to find out whether or not there is a significant effect of using the Cooperative Integrated Reading and Composition (CIRC) method on students' reading comprehension and writing skill at SMAN 1 Rimba Melintang.

In this research, two classes were involved: one class as the experimental group, which was treated by using CIRC method and another one as the control group, which was taught without using CIRC method. For both experimental and control groups, pre-test and post-test were administered to students in the groups. Pre-test was given at begining of the teaching learning in order to identify levels of reading comprehension and writing skill of the students participating in this study.

The research design used is the Non-Equivalent Control Group Design. It is used to determine the effect of using (CIRC) method learning Reading Comprehension and Writing Skill. This study consists of one independent variable

In this design, there are two groups of students: one group receiving treatment (experimental class) of learning using CIRC method, while the other group of students (the control class) did not receive any treatment of learning using the CIRC method.

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X	Y2
Control	Y1	-	Y2

Based on the illustration above, treatment was only given to the experimental group. The experimental group was taught reading comprehension and writing skill by using Cooperative Integrated Reading and Composition (CIRC), while the control group was not taught reading comprehension and writing skill by using Cooperative Integrated Reading and Composition (CIRC). Students in the control group were taught by using conventional strategy.

3.2 Location and time of the study

This study was conducted at SMAN 1 Rimba Melintang. This senior high school is located on Jl. Jauhari Mais, Rimba Melintang. The duration of the research was two months, from January to February 2020.

3.3 Population and samples of the study

3.3.1 Population

The population of this study are the eleventh grade students of SMAN 1 Rimba Melintang in the 2020/2021 Academic year. The total number of the eleventh grade students of SMAN 1 Rimba Melintang were 70 students. They were divided into two classes : XI IPA 1: 35 students and XI IPA 2: 35 students.

Table 3.2
Population of the eleventh grade students of SMAN 1
Rimba Melintang

No	Class	Number of Students
1	XI.IPA 1	35
2	XI.IPA 2	35
Total		70

3.3.2 Samples

The samples of this study are all students in the eleventh grade at SMAN Rimba Melintang. This study employed total sampling technique. In this study, the samples were divided into the following groups:

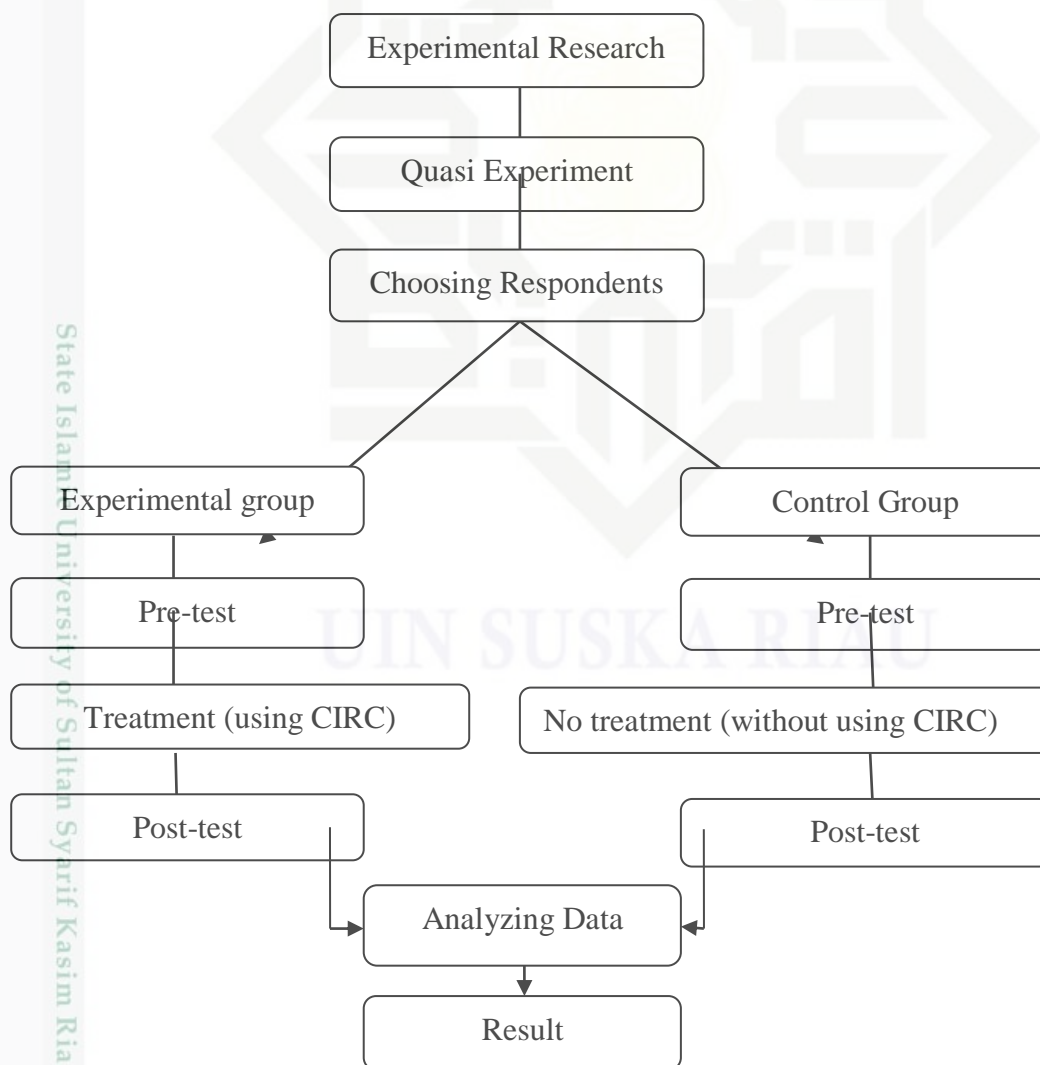
- Samples of students in the first class are from class XI IPA 1. These students were taught by using (CIRC). There were 35 students in this experimental class.
- Samples of students in the second class are from class XI IPA 2. These students were not taught by using (CIRC). There were 35 students in this control class.

Table 3.3
Samples of the study

No	Group	Class	Total number of students
1.	Experimental Class	XI IPA 1	35
2.	Control Class	XI IPA 2	35
Total			70

3.4 Research Procedure

Figure 3.4



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3.5 Research Instrument

To collect the data, a reading and writing tests were administered as the instruments of this study. The students were given 25 multiple choice questions to collect data about their reading comprehension of narrative texts both in the pre-test and post-test. The questions for the pre-test and post-test were the same because the pre-test questions were used to determine the students' abilities before teaching them using CIRC method and the post-test questions were used to determine the students' abilities after being taught by using CIRC method. The instrument (multiple choice questions) were tried before the test was given to the students.

In this study, the researcher used multiple-choice questions because the students were used to doing this type of questions in their reading comprehension tests. Multiple-choice question can focus on details (microstructure) and on more general aspects (macrostructure) of the text. In this case, the aspects of reading comprehension were focused on identifying idea, detailed information, vocabulary, reference, and inference.

In the writing test, there are five general components that were referred to in assessing the students' writing skill. The five components are content, organization, vocabulary, grammar, and mechanic.

The research instruments were tools which were used by the researcher to collect the required data. In this study, in addition to reading comprehension test and writing test, observation was also used to collect data about the use of CORC method

in teaching reading comprehension and writing skill to students in the experimental group.

3.6 Techniques of data collection

3.6.1 Observation

An observation was used to observe directly and to know the implementation of using CIRC (Cooperative Integrated Reading and Composition) method in the experimental group for teaching reading comprehension and writing skill students participating in this study. In conducting the observation, the researcher referred to a list of observational items to be observed in the class during teaching process of reading comprehension and writing skill (see Table 3.4 below).

Table 3.4
Observation Checklist

No	Activities	Yes	No
1.	Teacher introduces the topic before starting teaching.		
2.	Teacher gives a texts or composition that is suitable for the topic of subject material to students		
3.	Teacher divides students into groups in which each group consists of four students heterogeneously.		
4.	Students work in groups, read, find the specific information and main idea, and give response or comment about the text by writing them on paper		
5.	Students present or read the result of the discussion in front of class		
6.	Teacher and students make conclusion		
7.	Closing		

3.6.2 Reading comprehension pre-test and post-test

The test was distributed to measure the students' reading comprehension of narrative texts. The test was divided into two tests: pre-test, which was administered before the use of CIRC in the treatment group, and post-test, which was administered after the use of CIRC in the treatment group. The type of test was multiple choice test, which consisted of 25 items. Every test item consisted of five answer options (a, b, c, d, and e). The weight for every correct answer is 4. Therefore, the total score is 100 if the students could answer all the items correctly.

The blue print of the reading comprehension test can be seen in the table below:

Table 3.5
Blue print of reading comprehension test

Reading Text	Indicators of reading comprehension	Questions Number
Reading passage I	1. Ability to identify main idea	1
	2. Ability to find factual information	2
	3. Ability to locate the meaning of vocabulary	3
	4. Ability to make inference from the text	4
	5. Ability to identify references	5
Reading passage II	1. Ability to identify main idea	7
	2. Ability to find factual information	6
	3. Ability to locate the meaning of vocabulary	10
	4. Ability to identify references, and	8
	5. Ability to making inference from the text.	9
Reading passage III	1. Ability to identify main idea	14
	2. Ability to find factual information	11
	3. Ability to locate the meaning of	12

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Reading Text	Indicators of reading comprehension	Questions Number
	vocabulary 4. Ability to identify references and, 5. Ability to make inference from the text.	13 15
Reading passage IV	1. Ability to identify main idea 2. Ability to find factual information 3. Ability to locate the meaning of vocabulary 4. Ability to identify references, 5. Ability to make inference from the text.	20 17 19 16 18
Reading passage V	1. Ability to identify main idea 2. Ability to find factual information 3. Ability to locate the meaning of vocabulary 4. Ability to identify references 5. Ability to make inferences from the text.	23 21 24 22 25

To find out the effect of using CIRC Method on students' reading comprehension and writing skill at SMAN Rimba Melintang, the research administered the test to assess the students' reading comprehension, which in this study is especially for reading comprehension of narrative texts. The test was administered in two stages: pre-test—administered before the use of CIRC, and post-test—administered after the use of CIRC for teaching reading comprehension. The students' test score was classified as follow:

Table 3.6
The Classification of students Score

Score Range	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

3.6.3 Writing skill test: Pre-test and Post-test

The test was administered to measure the students' skill in writing a narrative text. The pre-test was administered before the use of CIRC, and the post-test was administered after the use of CIRC for teaching writing skill. The type of the test was a test to write narrative paragraphs about one of the interesting topics offered, namely: Malinkundang, My Holiday, and Cinderella. Students were instructed to write simple narrative paragraphs about one of the topics above consisting of orientation, complication, and resolution.

Weigle (2002:15) says that analytical scoring is used to assess the students' writing based on the aspects of writing such as content, organization, vocabulary, language use, and mechanics. The advantage of using this type of scoring is that it is more useful to diagnose the students' writing ability than holistic scoring. Therefore, the researcher adapted this scoring method in this study.

Table 3.7
Scoring rubric of writing skill, According Brown and Bailey (1994 in Reid, 1993: 244-245)

Component	Score	Criteria
Content	30-27 Excellent to Very good	Knowledge, substantive, etc
	26-22 Good to average	Sure knowledge of subject, adequate range, ect.
	21-17 Fair to Poor	Limited knowledge of subject, little substance, ect.
	16-13 Very Poor	Does not show knowledge of subject, non substantive, ect.
Organization	20-18 Excellent to Very good	Fluent expression, ideas clearly stated, ect.
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, ect.
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, ect.
	9-7 Very poor	Does not communicate, no organization, ect.
Vocabulary	20-18 Excellent to very good	Sophisticated range, effective word/idiom choice and usage, ect.
	17-14 Good to average	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
	13-10 Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, ect.
	9-7 Very poor	Essentially translation, little knowledge of English vocabulary.
Language use	25-22 Excellent to very good	Effective complex constructions, ect.
	21-18 Good to average	Effective but simple construction, ect.

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Component	Score	Criteria
Mechanics	17-11 Fair to poor	Major problems in simple/complex constructionss, ect.
	10-5 Very poor	Virtually no mastery of sentence construction rules,ect.
	5 Excellent to very good	Demonstrates mastery of conventions, ect.
	4 Good to average	Occasional errors of spelling, punctuation, ect.
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, ect.
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, ect.

Based on the scoring rubric above, it can be concluded that the total maximum score is 100 as presented in Table 3.9 below:

Table 3.8
Scoring for writing skill test

No	Component	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language use	25
5.	Mechanic	5
	Total	100

3.7 Research Instrument Testing

Before the test instrument is adminstered to a study's samples, it must be tested with groups of students to ensure the test validity, reliability, level difficulty, and distinguishing power.

3.7.1 Validity

An evaluation instrument is said to be valid, as reported, if the instrument used can measure what you want to measure. The validity of Instrument used in this study was ensured by calculating the correlation coefficient using the product moment suggested by the person as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

R_{xy} : The correlation coefficient between variables X and Y, the two variables being correlated ($x = X - \bar{X}$ and $y = Y - \bar{Y}$)

$\sum xy$: The number of times x and y

X : Score for item i (from test subjects)

Y : Total score (of test subjects)

N : Many subjects

After obtaining the coefficient of validity, the value is interpreted against the criteria using a benchmark to find the correlation number "r" product moment (r_{xy}).

The degree of freedom is (N-2) at the significance level $\alpha = 0.05$. With the provision that $r_{xy} > r$ table, the items can be declared valid. Conversely if $r_{xy} < r$ table, then the items are declared invalid. When r_{xy} is below 0.344, it can be concluded that the instrument items are invalid, so they must be corrected or discarded. Validity of a test is expressed by the correlation coefficient (r) with the coefficient correlation criteria as follows:

Table 3.9
Problem Validity Coefficient

Coefficient Correlation	Criteria
$0,80 < x \leq 1,00$	Very High
$0,60 < x \leq 0,80$	High
$0,40 < x \leq 0,60$	Average
$0,20 < x \leq 0,40$	Low
$0,00 < x \leq 0,20$	Very Low

Table 3.10
Results of the Validity Reading Comprehension

Status	Item	Total
Valid	2,3,7,9,10,12,14,17,20,15,13,16,18,19,20,11,21,23,24,22,	20
Not Valid	1,4,5,6,8	5

Based on table 3.11, of the 25 multiple choice items that have been tested with a value of $r_{table} = 0.344$, 20 questions were declared valid, namely numbers 2, 3, 7, 9, 10, 12, 14, 17, 20, 15, 13, 16, 18, 19, 20, 11, 21, 23, 24, 22 and 5 items that were invalid, namely question numbers 1, 4, 5, 6, 8.

3.7.2 Reliability

Reliability is related to trust problems. A test can be said to have a high level of confidence if the test can provide consistent results. Reliability is related to the problem of the determination of the test results. To determine the level of reliability of the test questions, the Spearman - Brown formula is used, namely:

$$r_{nn} = \left[\frac{nr}{1 + (n-1)r} \right]$$

Where:

r_{nn} : The magnitude of the reliability coefficient after the test is added with new items

n : How many times the items were added

r : The amount of reliability coefficient before the items are added

The coefficient value (r) is compared with the coefficient table $r_{total} = r_{(a \cdot n)}$.

According to Arikunto, the value of r obtained is consulted with r table:

n = The number of items

S_t^2 = Total variance

$\sum S_i^2$ = The sum of the variance of each items

N = Number of respondents

X = Number of items

$\sum X^2$ = Total score

According to Arikunto (2001), the value of r obtained is consulted with the product moment r table with a significant level of 5% (0.05). If the value of r count $> r$ table, then the question is reliable. The question reliability classification is as follow:

Table 3.11
Reliability criteria

Range of Reliability	Criteria
$0,80 < x \leq 1,00$	Very High
$0,60 < x \leq 0,80$	High
$0,40 < x \leq 0,60$	Average
$0,20 < x \leq 0,40$	Low
$0,00 < x \leq 0,20$	Very Low

Table 3.12
Results Test Reliability

Range of Significance	Description	Item	Total
> 0,344	High	2,3,7,9,10	5

Based on table 3.13, the results of the calculation of the test reliability for critical thinking questions obtained a value of 0.344. Thus, the decision was that the research instrument was declared reliable in the high category, so that the instrument of reading comprehension questions could be used for research. For analysis, the overall calculation is listed in the appendix.

3.7.3 Degree of difficulty

Sudijono said that the quality of test items for learning out comes can be calculating the degree of difficulty each test item has. According to Witherington in Anas Sudijono, the item difficulty index number ranges from 0.00 to 1.00.

Calculating the level of difficulty of the test items can be done by using the following formula:

$$p = \frac{\sum_{i=1}^n xi}{smN}$$

Where:

P = Difficulty Level

$\sum X$ = The number of participant response test correctly (for multiple choice, the number of test items answered by students)

S_M = Maximum Score

N

= Number of Students

The interpretation of the difficulty level of the test items used the criteria according to L. Thorndike and Elizabeth Hagen (in Anas Sudijono) as presented in Table 3.14.

Table 3.13

Difficulty level of test item and its interpretation

Big P	Interpretation
P 0,00	Very Hard
0,00 P 0,30	Hard
0,30P 0,70	Average
0,70 < P 1,00	Easy
P = 1,00	Very Easy

3.7.4 Distinguishing Power Test

The distinguishing power of each item states how far the skill of the item is to distinguish between students who have high skills to answer these questions more who answer correctly, and students who have low skills to answer these questions are more likely not be able to answer the question correctly. Calculating the distinguishing power of each item in this study was done by using the following formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

D = The difference of an item

B_A = The number of upper group test participants who can correctly answer the question in question.

B_B = The number of participants in the lower group who can correctly answer the question in question.

J_A = The number of test participants included in the top group.

J_B = The number of test participants included in the lower group

PA = High group proportion

PB = Low group proportio

The results of the distinguishing power of reading comprehension questions can be seen in Table 3.15.

Table 3.14

Distinguishing power of reading comprehension questions

Category	No. Item	Total
Hard	-	-
Average	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25	20
Easy	-	-

Based on table 3.15, of the 25 items that have been tested, all the 25 items were found in the medium category.

3.8 Data Analysis Technique

In order to find out whether or not there is a significant effect of using Cooperative Integrated Reading and Composition (CIRC) method on students'

reading comprehension and writing skill, the data (gain score) of this research were analyzed statistically. In analyzing the data, the researcher used scores of pre-test and post-test of the experimental group. Analysis the data from this study used statistical analysis. In this research, the requirements that must be met are the normality test and the homogeneity test.

1. Normality Test

Normality test is carried out to find out whether or not the samples taken in the study are normally distributed. The normality test used the Smirnov Kolmogorof test on the SPSS 17.0 program with a significant level of 5% or 0.05. The statistical requirement for the multivariate manova statistic is the fulfillment of the normality distribution with the Kolmogorof Smirnov test hypothesis as follows:

If the value is $\text{sig} > \alpha$ then H_0 is accepted

If the value is $\text{sig} < \alpha$ then H_1 is rejected

H_0 is accepted, then the data is normally distributed

H_a is rejected, than the data is not normally distributed

The normality test is carried out to see whether or not the samples under study are normally distributed. Using the Kolmogorov Smirnov test, the test was carried out in the experimental class and the control class on the results of the pre-test, post-tests with SPSS with sig value .5%. The provisions of the normality test are if the value significant $> \alpha$, then the data is normally distributed, whereas if the significant value is $< \alpha$, then the data is not normal.

Table 3.15
Normality Test of Reading Comprehension and Writing Skill

Characteristics of Test Kolmogorov Smirnov	Reading Comprehension		Writing Skill		Result	Interpretation
	XI IPA 1	XI IPA 2	XI IPA 1	XI IPA 2		
Sig	0,030	0,001	0,200	0,200	Sig>a	Distribution
A	0,05	0,05	0,05	0,05		Normal

In table 3.16, the normality test results are between significant > 0.05, so the data is normal. The experimental reading comprehension variable data obtained a sig value of 0.030, so the reading comprehension value for the experimental class was normally distributed. While for the control class value, the sig value was 0.001 and was normally distributed. The data writing skill of the experimental class with a sig value of 0.200 and normally distributed, for the control class to get a sig value of 0.200. This is also a normal distribution.

Checking the normal distribution can be done for each population by making a q-q plot or a scatter-plot of the values:

$$D^2_i = (X_i - \bar{X})^t S^{-1} (X_i - \bar{X}), i = 1, 2, \dots, n.$$

The stages of making the q-q plot are as follows:

1. Determine the average vector value: \bar{X}
2. Determine the value of the variance-covariance matrix: S
3. Determine the value of the mahalanobis distance or the general square of each observation point with its average vector:

$$D^2_{11} = (X_i - \bar{X})^t S^{-1} (X_i - \bar{X}), i = 1, 2, \dots, n.$$

4. Value d^2 sort from small to large:

$$D^2_{(1)} < D^2_{(2)} < D^2_{(3)} < \dots < D^2_{(n)}.$$

5. Determine Value $p_i = \frac{i-1/2}{n}, i = 1, 2, \dots, n.$

6. Determine Value q_i So far $f(X^2) d X^2 = P_i$ for $q_{i,p} (p_i) = X^2_P ((n - i + 1/2)/n).$

7. Make Scatter-plot $d^2_{(i)}$ with q_i if Scatter-plot these tend to form straight lines and over 50% Value $d^2_i < X^2_P (0,50)$, then H_0 accepted means that the data is multivariate normal distribution.

With the help of the SPSS 17.0 program, the normality test can be carried out with the Box's M test. If the value is $\text{sig.} > \alpha$, then H_0 is accepted so that it can be concluded that the variance-covariance matrix of the I- population is that the data are normally distributed.

2. Homogeneity Test of Covariance Matrices

This is to find out the multivariate analysis test (MANOVA). On the test, the homogeneity of this covariant variant matrix is to find out whether or not variable X (the use of CIRC) has an effect on variable Y1 (Reading Comprehension) and variable Y2 (Writing Skill). The results of the homogeneity test of this covariance variant matrix can be seen in the table 4.3 below:

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Table 3.16
Box's test of equality of covariance matrices

Box's M	6.848
F	2.210
df1	3
df2	8.32320
Sig.	.085

The value of Box's M = 6.848, while the sig value is 0.085. According to existing criteria, if the sig value > 0.05, then the H₀ is accepted. So it can be concluded that the covariance matrix of the variables Y₁ and Y₂ (Reading Comprehension and Writing Skill) is the same as the covariance matrix of the variable X (the use of CIRC).

This test was carried out to determine the similarities between the two conditions or population. In this homogeneity test, the homogeneity of variances test with the SPSS 17.0 program was found at the level significant 5% or 0.05. The statistical requirements for the multivariate manova statistics are the fulfillment of the homogeneous distribution with the following hypothesis:

If the value sig. > α, the H₀ is accepted

If the value sig. < α, the H_a is Rejected

H₀ is accepted, then the variations in each group are the same (homogeneous).

H_a is rejected, so the variations in each group are not the same (not homogeneous).

Statistical tests are needed to test the homogeneity of the variance-covariance matrix with the hypothesis $H_0 : \sum_1 = \sum_2 = \dots = \sum_g = \sum_o$ and H_a . There is at least one of a pair \sum_t are not the same. If from each population a random sample of size n is taken independent of each other, the estimator is ray for \sum_t is matrixs S_t while for \sum_o the estimator is ray S .

$$S = \frac{1}{N} \sum_{l=1}^g (n_l - 1) S_l \quad \text{dengan} \quad N = \sum_{l=1}^g n_l - g$$

3. Homogeneity test of variances

After the implementation of the Covarian Variant homogeneity test continue with the homogeneity test of variance, the second requirement must be done before using the multivariate analysis test (MANOVA). There is a difference between the homogeneity test of the Covarian Variant Matrix and the variant homogeneity test, namely the Covarian Variant homogeneity test to see whether or not variable X (the use of CIRC) can have a significant effect simultaneously towards variables $Y1$ and $Y2$ (reading comprehension and writing skill); while the variant homogeneity test is to see whether or not variable X (the use of CIRC) can have a significant effect towards variable $Y1$ (reading comprehension) and Variable $Y2$ (writing skill) individually.

The results of the homogeneity test of the covariance variant matrices can be seen in table 3.17 below:

Table 3.17
Levene's test of equality of error variances

	F	Sig
Reading comprehension	3.887	.053
Writing skill	449	.505

In table 3.18 a significant value is obtained which indicates that there is an influence between reading comprehension and writing skill. If the provisions are sig. 0.05, the value of reading comprehension and writing skill $> \alpha$, then H_0 is accepted. This shows the covariance matrix on reading comprehension and writing skill is the same for the treatment group. Thus, it can be continued with multivariate test analysis (MANOVA).

Data to answer research questions of this study were analyzed using independent sample T-test research question 1 and research question 2, while for research question 3, the data were analyzed using MANOVA. As presented in Chapter 1, research questions of this study are:

1. Is there any significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on students' reading comprehension at SMAN 1 Rimba Melintang?
2. Is there any significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on students' writing skill at SMAN 1 Rimba Melintang?

3. Is there any significant Effect of Using Cooperative Integrated Reading and Composition (CIRC) Method on student's reading comprehension and writing skill at SMAN 1 Rimba Melintang?

The independent sample t-test is a parametric test used to determine whether or not there is a difference in the mean between two independent groups or two unpaired groups with the intention that the two groups of data come from different subjects.

Manova is a statistical technique used to calculate significance in the difference of mean concurrently between two dependent variables group or more. Multivariate analysis of variance is a translation of the multivariate analysis of variance (MANOVA). Manova is a test of variance difference that is derived from more than one dependent variable.

CHAPTER V

CONCLUSION, LIMITATION, AND RECOMMENDATION

This chapter presents this study's conclusions, limitations and recommendations based on findings and the discussion presented in the previous chapter.

5.1 Conclusion

Based on findings of this study that had been discussed in the previous chapter, it could be drawn into conclusion that there was an improvement in the students reading comprehension and writing skill. The students' skill in comprehending and writing narrative texts improved after being taught by using CIRC method. The implementation of CIRC method as a learning aid to improve students' ability in reading and writing narrative texts was found to be effective.

In other words, there is a positive influence of the use of CIRC method on students' reading comprehension and writing skill. This means that the better the teaching method, the greater the students' chance to understand and write narrative texts. The use of CIRC method to improve students' reading comprehension and writing skill of narrative texts is an alternative way for teaching and learning the written skills of English. The use of CIRC method is very useful in teaching and learning English. The CIRC method is easy to use because it does not require any equipment. Moreover, CIRC was the method that could make the students more interested in the materials about reading and writing narrative texts.

These findings generally suggest that the CIRC method and traditional methods are effective in improving students' reading comprehension and writing skill. However, the CIRC method used in the experimental group was found to be more effective for achievement and retention level than the traditional method. In light of these results, it is suggested that CIRC and other cooperative teaching methods (such as Jigsaw, Cooperative Learning, Team-Game- Tournament, etc) are implemented in teaching and learning process.

Based on the result of the research of using cooperative integrated reading (CIRC) method on students' reading comprehension and writing skill at SMAN 1 Rimba Melintang, the researcher concluded some points. First, students can improve their ability in writing and they were interested to learn writing narrative texts by means of reading and writing assessments, because it could improve their writing step by step. Second, reading comprehension and writing skill assessments could improve the students' motivation in the teaching and learning process, because the teacher corrected their mistake directly so that they were elated. Lastly, motivation is very important in achieving a goal, the researcher found that the students were motivated in their teaching and learning process when the reading and writing assessments were applied in teaching English writing.

5.2 Limitation

So far, the problem of reading comprehension is that students have not received serious attention. Thus, in overcoming this problem, it takes effort from teachers and students to improve reading comprehension by changing teaching

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- d. Schools should provide many English reading materials to increase students' vocabulary and comprehension about text organization.
- e. For further research, it is suggested for future researchers to investigate how the use of CIRC method can be used to improve reading mastery, reading comprehension, speaking skill, and listening skill.

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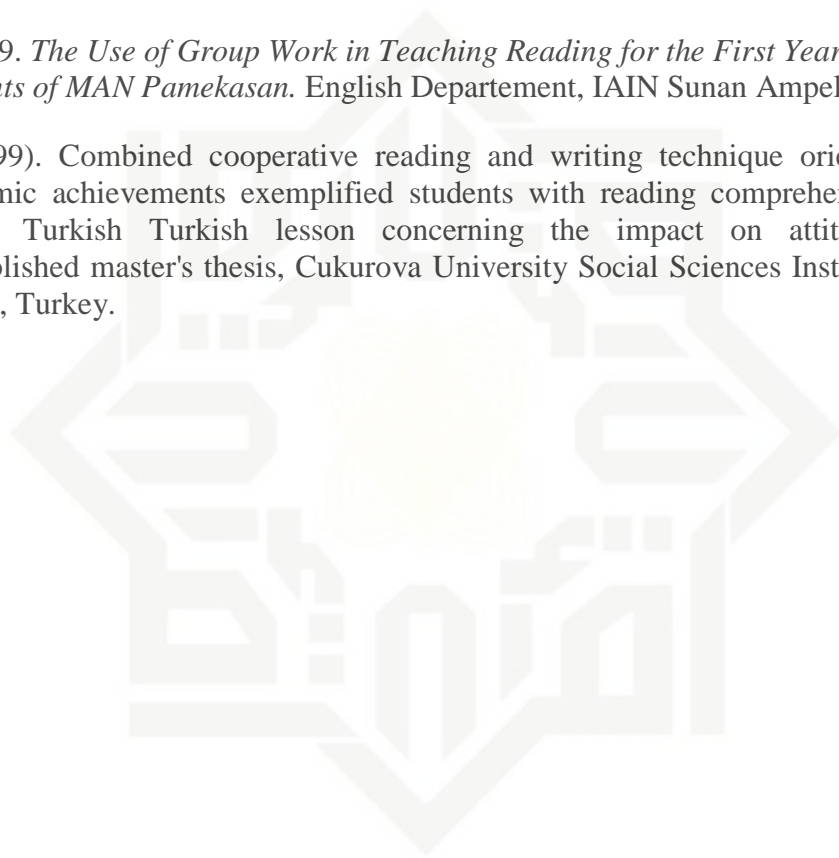


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Test Reading Comprehension

Pre-Test

Text 1

TELAGA WARNA

A long time ago, there was a kingdom in west java. The King was wise. No wonder the kingdom was prosperous. Unfortunately, he hadn't any children yet.

Wanting to have a child, the king went to the forest and prayed to the God. God granted his wish.

When the baby girl was born, people welcomed her happily. The king and queen spoiled her so much. It made the princess had a bad temper.

On her birthday, they gave her beautiful presents. The goldsmith made a beautiful necklace for her. People gathered in the courtyard. Cheers grew louder and louder when the king, queen and princess appeared. The king gave necklace to the princess.

The princess accepted and looked at it briefly. "I don't like it. It is ugly!" The she threw it away. Every body didn't believe that the princess would do such cruel thing to hurt everybody's feeling. All were sad.

Then there was a miracle. The earth was crying. Suddenly a spring emerged from the frond. The water drowned the entire kingdom.

People called the lake "telaga warna". On the bright day, it is full of colors around the lake. However some people said that the shadows are the pieces of the princess's necklace which scattered the bottom of the lake.

Read the following text to answer questions number 1-10

1. What does the first paragraph talk about...?
 - a. The king wanted to have a child
 - b. The King was wise
 - c. The kingdom was prosperous
 - d. The wise king didn't have a child
2. What is the nearly meaning of prosperous...?
 - a. Clever
 - b. Arrogant
 - c. Wealth
 - d. Greedy
3. What did the king do to have a child...?
 - a. He went to the forest
 - b. God granted his wish
 - c. He prayed to the god
 - d. He did nothing
4. Why did the princess have bad temper...?
 - a. The parents spoiled
 - b. She was beautiful
 - c. She was the beautiful princess
 - d. The parents gave her a necklace
5. "It made the princess had a bad temper". What is the



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opposite meaning of bad temper...?

- a. Kind hearted c. Beautiful
 - b. Cruel d. Greedy
6. What is the mean idea of the fourth paragraph...?
- a. The goldsmith made a beautiful necklace for princess
 - b. People gathered in the courtyard
 - c. The princess's parents gave her a necklace in her birthday
 - d. The princess refused the present
7. What happen after the princess threw the necklace...?
- a. The water drowned the entire kingdom created a lake
 - b. The princess accepted and looked at it briefly
 - c. People called the take "telaga warna"
 - d. The princess died
8. What is the contrary meaning of "threw" (parg.5)
- a. Fall c. Attac
 - b. Catch d. Run
9. What is the function of the text...?
- a. To tell the reader about certain story in the past
 - b. To inform the reader about some events
 - c. To describe about something

- d. To retell the past experience

10. What kind of story is that...?

- a. Drama c. Dialogu
- b. Legend d. Fairytale

Cinderella

Text 2

Cinderella was a young woman living with her step mother and two step sisters. She worked as a servant for them and caters to their every need. She did all the cooking and cleaning, and is treated like a servant. The step sisters were very mean.

When the Prince of the Village sent out invitations to a ball held in his honor to all the villagers, Cinderella begged to go but her step mother would not let her.

The night of the ball arrived, and the sisters and mother laughed and left. Cinderella cried and wished she could attend also. At that moment her Fairy God Mother appeared and used her magic so that Cinderella could attend, giving her a dress, glass slippers, and turning a pumpkin into a carriage. She also informed Cinderella that this spell will only last until midnight

Cinderella went off onto the ball, and while she was there she attracted quite a bit of attention especially from the Prince. The two danced all night, till Cinderella heard the clock chime. She remembered what her god mother said, and dashes off, leaving only a slipper behind. The Prince desperated to find this mystery woman had his assistant go to all the women of the village to find its owner.

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Just when all hope was gone the assistant tried the slipper on the step sisters and despite a hard effort the shoe did not fit. Cinderella then tried on the shoe and it fits perfectly shocking everyone, especially her step sisters and evil step mother.

Cinderella married her Prince Charming and lived happily ever after.

Read the following text to answer questions number 11-20

11. What is the main idea of the first paragraph...?
 - a. Cinderella worked as servant
 - b. Cinderella was a young woman living with her step mother and two step sisters
 - c. The steps sisters were very mean
 - d. Cinderella did all the cooking and cleaning
12. "the step sisters were very mean". What is the closest meaning of "mean"...?
 - a. Kind
 - b. Stupid
 - c. Lazy
 - d. Cruel
13. Whom does the prince give the invitation for...?
 - a. Cinderella
 - b. All villagers
 - c. The step sister and step mother
 - d. Fairy Godmother

14. "...sent out invitations to a ball held ...". "Bali" in this question means...?
 - a. Something for playing
 - b. Dance party
 - c. Wedding party
 - d. A place of the palace
15. "her step mother would not let her". What is the nearly meaning of "let"...?
 - a. Permit
 - b. Hang out
 - c. Go
 - d. Prohibit
16. Who helped Cinderella when she wanted to go to the ball...?
 - a. Cinderella
 - b. All villagers
 - c. The step sister and step mother
 - d. Fairy Godmother
17. Why did Cinderella leave the ball suddenly...? Because
 - a. She was scared of her mother
 - b. It was almost midnight
 - c. The prince hated her
 - d. The prince danced with her
18. What is the ending of the story...?
 - a. Sad ending
 - b. Sustained ending
 - c. Happy ending
 - d. No ending
19. "She remembered what her god mother said". What is the opposite meaning of "remember"...?
 - a. Cancel
 - b. Delay

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- c. Diligent
- d. Forget

20. What is the function of this text...?

- a. To inform something
- b. To entertain the readers
- c. To describe something
- d. To report something

The Princess and the Pea

Text 3

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightning flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the

bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses. That was where the princess was to spend the night. In the morning they asked her how she had slept.

"Oh, dreadfully!" said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

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So the prince took her for his wife, and they lived happily ever after.

Read the following text to answer questions number 21-25

21. What kind of the text is it?
 - a. Report
 - b. Recount
 - c. Narrative
 - d. Descriptive
22. The generic structure of the text is.....
 - a. Orientation > Complication > Resolution > Re-Orientation
 - b. Orientation > Events > Re-Orientation
 - c. General Classification > Description
 - d. Identification > Description
23. What is the purpose of the text ?
 - a. To inform about princess and the pea
 - b. To describe the story of the princess and the pea
 - c. To give information that the prince looked for the real princess
 - d. To amuse the reader with the story of the princess and the pea
24. What is the dominant structure used in the text ?
 - a. The simple present tense
 - b. The simple past tense
 - c. The present continuous tense
 - d. Passive voice
25. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is ...
 - a. Hard
 - b. Light
 - c. Weak
 - d. Strong

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Test Reading Comprehension

Post-Test

Text 1

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said, "Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit.

"Oho," the lion said. "Didn't you mention me to him?"

"Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?"

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Read the following text to answer questions number 1-5

1. What do you thing of the animal on the well?
 - a. The image of the lion himself.
 - b. An intolerable braggart.
 - c. A stronger animal.
 - d. Another lion.
 - e. His neighbor.
2. The lion was proud of his...
 - a. hair
 - b. eyes
 - c. teeth
 - d. paws
 - e. strength
3. What can we learn from the story?
 - a. Be a good neighbor.
 - b. Don't be so arrogant.
 - c. We must help each other.
 - d. An enemy can be a good friend.
 - e. A friend in need is a friend indeed.
4. What is the type of the text above?
 - a. Report
 - b. Descriptive

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- c. Narrative
- d. Recount
- e. Procedure
5. The generic structure of the text is.....
 - a. Orientation > Complication > Resolution > Re-Orientatation
 - b. Orientation > Events > Re-Orientation
 - c. General Classification > Description
 - d. Identification > Description
 - e. Newsworthy Events > Background Events > Sources

Text 2**BLUE-TONGUE LIZARD**

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard

Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

Read the following text to answer questions number 6-12

6. Who are the main characters in this folktale?
 - a. Blue-Tongue Lizard and Black Bird
 - b. Blue-Tongue Lizard and Taipan the Snake
 - c. Snake and Blue-Tongue Lizard

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- d. Taipan and Snake and Black Bird
- e. Blue-Tongue Lizard's wife and Black Bird
7. Who passed by Blue-Tongue Lizard's camp?
 - a. Black Bird did
 - b. Blue-Tongue Lizard did
 - c. Blue-Tongue Lizard's wife did
 - d. Taipan the Snake did
 - e. Emu did
8. Who was watching when Taipan took Blue-Tongue's wife?
 - a. Black Bird
 - b. Taipan
 - c. Lizard
 - d. The swamp
 - e. Blue Bird
9. Who are the supporting characters?
 - a. Blue-Tongue Lizard and Black Bird
 - b. Blue-Tongue Lizard and Taipan the Snake
 - c. Snake and Blue-Tongue Lizard
 - d. Taipan the Snake and Black Bird
 - e. Blue-Tongue Lizard's wife and Black Bird
10. What was Blue-Tongue Lizard doing when Taipan took his wife?
 - a. He was sleeping
 - b. He was swimming
 - c. He was going to get some food
 - d. He was going to get some money
 - e. He was watching
11. Why do you think Blue-Tongue Lizard ate a meal before going to look for his wife?
 - a. so he would be strong enough to fight
 - b. so he would be full enough to fight
 - c. so he would be large enough to fight
 - d. so he would be strong enough to walk
 - e. so he would be full enough to walk
12. One sentences below show things that animals in real don't do. Choose one.
 - a. One day Blue-Tongue Lizard went to get some food
 - b. The two of them fought wildly
 - c. He put down his bag which was full of food and made a fire
 - d. Blue-Tongue and his wife camped near a swamp
 - e. It had been killed by Taipan and left there to be eaten at night

Text 3

A young man's fear of Allah

One day, Mlik bin Dinar (rahimullah) was passing by a place when he noticed a young man wearing old clothes and crying by the roadside. His name was Uthbah. Sweat was dripping down his body even though the temperature was very cold at that time. Malik bin Dinar became very surprised at this scene and asked Uthbah, " oh young man, why are you crying ? and why

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are you sweating during this cold temperature?"

Uthbah replied, "Once, I committed a sin at this place. Today, as i was passing by this place, I remembered that sin".

Read the following text to answer questions number 13-16

13. Who was the man wearing old clothes and crying by the roadside...?
 - a. Uthbah
 - b. Ustman
 - c. Malik
 - d. Yung man
14. What is generic structure of "one day, Malik bin Dinar (rahimaullah) was passing by a place when he noticed a young man wearing old clothes and crying by the roadside"...?
 - a. Identification
 - b. Complication
 - c. Orientation
 - d. Resolution
15. What is antonym of "sin"...?
 - a. Reward
 - b. Gift
 - c. Surprise
 - d. Fear
16. Whose the characters play in story above...?
 - a. Malik bin Dinar and Ali bin Abi thalib
 - b. Uthbah and Ustman bin Affan
 - c. Uthbah and Malik bin Dinar
 - d. Ali bin abi thalib and Ustman bin Affan

Text 4



Read the following text to answer questions number 17-25

There once lived an armadillo who loved music more than anything else in the world. After every rainfall, the armadillo would drag his shell over to the large pond filled with frogs and he would listen to the big green frogs singing back and forth, back and forth to each other in the most amazing voices.

"Oh," thought the armadillo, "Oh how I wish I could sing."

The armadillo would creep to the edge of the water and watch the frogs leaping and swimming in a frantic green ballet, and they would call back and forth, back and forth in beautiful, musical tones. He loved to



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listen to the music they made as they spoke, though he didn't understand their words; which was just as well - for the frogs were laughing at this funny animal that wanted so badly to sing like a frog.

"Don't be ridiculous," sang the frogs as they played. "Armadillos can't sing."

Then one day a family of crickets moved into a new house near the armadillo, and he was amazed to hear them chirp and sing as merrily as the frogs. He would creep next to their house and listen and listen all day, all night for their musical sounds.

"Oh," sighed the armadillo, "Oh how I wish I could sing."

"Don't be ridiculous," sang the crickets in their dulcet tones. "Armadillos can't sing."

But the armadillo could not understand their language, and so he just sighed with longing and listened to their beautiful voices laughing at him.

Then one day a man came down the road carrying a cage full of canaries. They were chirping and fluttering and singing songs that were more beautiful even than those of the crickets and the frogs. The armadillo was entranced. He followed the man with the cage down the road as fast as his little legs would carry him, listening to the canaries singing.

"Oh," gasped the armadillo, "Oh how I wish I could sing."

Inside the cage, the canaries twittered and giggled. "Don't be ridiculous," sang the canaries as they flapped about. "Armadillos can't sing."

17. Why did the armadillo like to drag himself into pond when raining?
 - a. To enjoy the rainfall in the pond
 - b. To meet with frogs
 - c. To listen the song of the frog
 - d. To hide himself
18. "Oh," thought the armadillo, "Oh how I wish I could sing." From the sentence we know that?
 - a. Armadillo had a more beautiful voice than frog
 - b. Armadillo can sing but he didn't want to sing
 - c. Armadillo can't sing
 - d. Armadillo love to sing a song
19. He loved to listen to the music they made. The word "they" refer to? (Paragraph 2)
 - a. The armadillo
 - b. The frog and armadillo
 - c. The crickets
 - d. The frogs
20. Why the frogs were laughing at the armadillo?
 - a. Because the armadillo really wanted to sing like a frog
 - b. Because armadillo can sing like frog
 - c. Because the frog can sing badly
 - d. Because the armadillo has a funny face
21. Don't be ridiculous". The word "ridiculous can be best replaced with
 - a. Silly
 - b. Sad

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- c. Happy
- d. Bad
22. Why did the armadillo still listen to frogs and crickets even though they were laughing at him?
 - a. Because the armadillo loved them
 - b. Because armadillo got no idea about what they said
 - c. Because armadillo was a very patient animal that not easily got angry
 - d. Because armadillo really wanted to sing like them
23. Which the following statement is true according to the text?
 - a. The crickets lived quite far from armadillo
 - b. The armadillo knew what the frogs sang and said
 - c. Frogs understood what the armadillo said
 - d. The armadillo lived in the pond with the frog
24. ...would carry him. (*Paragraph 4*). The word "him" refer to...
 - a. The man
 - b. The armadillo
 - c. The cage
 - d. The canary
25. What is the main idea of paragraph 3
 - a. The move if crickets family
 - b. The amazement of armadillo towards crickets' sing
 - c. The armadillo and the crickets
 - d. The crickets that lived near to the armadillo

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 PRE-TEST AND POST-TEST STUDENTS READING COMPREHENSION
 EXPERIMENTAL AND CONTROL GROUP

No	Students	READING COMPREHENSION			
		Pre-test scores		Post-test scores	
		Experimental Group	Control Group	Experimental Group	Control Group
1	Students 1	70.00	60.00	75.00	90.00
2	Students 2	65.00	60.00	70.00	85.00
3	Students 3	65.00	50.00	85.00	85.00
4	Students 4	55.00	55.00	95.00	55.00
5	Students 5	65.00	75.00	95.00	55.00
6	Students 6	70.00	75.00	75.00	70.00
7	Students 7	50.00	65.00	75.00	70.00
8	Students 8	70.00	55.00	80.00	85.00
9	Students 9	50.00	55.00	70.00	80.00
10	Students 10	70.00	65.00	70.00	80.00
11	Students 11	70.00	60.00	50.00	75.00
12	Students 12	45.00	50.00	95.00	75.00
13	Students 13	40.00	50.00	75.00	75.00
14	Students 14	70.00	60.00	70.00	75.00
15	Students 15	75.00	55.00	85.00	90.00
16	Students 16	70.00	55.00	60.00	90.00
17	Students 17	45.00	45.00	85.00	90.00
18	Students 18	70.00	50.00	100.00	80.00
19	Students 19	75.00	50.00	100.00	80.00
20	Students 20	80.00	65.00	90.00	85.00
21	Students 21	70.00	40.00	85.00	95.00
22	Students 22	75.00	50.00	75.00	95.00
23	Students 23	70.00	50.00	100.00	70.00
24	Students 24	75.00	60.00	100.00	70.00
25	Students 25	50.00	60.00	60.00	85.00
26	Students 26	70.00	65.00	85.00	85.00
27	Students 27	55.00	45.00	85.00	60.00
28	Students 28	60.00	55.00	95.00	60.00
29	Students 29	65.00	45.00	80.00	80.00
30	Students 30	70.00	65.00	75.00	70.00
Total		1930.00	1690.00	2440.00	2340.00
Mean		62.63	60.50	74.67	72.60

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PRE-TEST STUDENTS' WRITING ABILITY EXPERIMENTAL GROUP

Students	Reter 1					Total	Real Score	Level Ability
	G	V	M	C	O			
1	2	3	2	4	3	14	70.00	Poor to Average
2	2	3	1	4	3	13	65.00	Poor to Average
3	2	3	1	4	3	13	65.00	Poor to Average
4	2	2	3	2	2	11	55.00	Poor to Average
5	3	1	2	4	3	13	65.00	Poor to Average
6	2	3	2	3	4	14	70.00	Poor to Average
7	2	2	2	2	2	10	50.00	Poor to Average
8	2	3	2	4	3	14	70.00	Poor to Average
9	2	2	2	2	2	10	50.00	Poor to Average
10	2	3	2	4	3	14	70.00	Poor to Average
11	2	3	2	3	4	14	70.00	Poor to Average
12	2	2	2	2	1	9	45.00	Poor
13	2	2	2	1	1	8	40.00	Poor
14	2	3	2	4	3	14	70.00	Poor to Average
15	2	3	2	4	4	15	75.00	Poor to Average
16	2	3	2	3	4	14	70.00	Poor to Average
17	2	1	2	2	2	9	45.00	Poor
18	2	3	2	3	4	14	70.00	Poor to Average
19	2	3	2	4	4	15	75.00	Poor to Average
20	3	3	2	4	4	16	80.00	Poor to Average
21	2	3	2	3	4	14	70.00	Poor to Average
22	2	3	2	4	4	15	75.00	Poor to Average
23	2	3	2	4	3	14	70.00	Poor to Average
24	2	3	3	4	3	15	75.00	Poor to Average
25	2	2	2	2	2	10	50.00	Poor to Average
26	2	3	2	3	4	14	70.00	Poor to Average
27	2	3	2	2	2	11	55.00	Poor to Average
28	2	3	1	3	3	12	60.00	Poor to Average
29	2	3	3	3	2	13	65.00	Poor to Average
30	1	3	3	3	4	14	70.00	Poor to Average
TOTAL							1930.00	Poor to Average
MEAN							62.63	Poor to Average

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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Students	Reter 2					Total	Real Score	Level Ability
	G	V	M	C	O			
1	4	4	4	3	3	18	90.00	Good to excellent
2	3	3	3	4	4	17	85.00	Average to good
3	4	3	3	3	4	17	85.00	Average to good
4	2	2	2	2	4	11	55.00	Average to good
5	4	2	2	2	2	11	55.00	Average to good
6	4	2	3	2	3	14	70.00	Average to good
7	4	2	3	2	3	14	70.00	Average to good
8	3	4	4	3	3	17	85.00	Average to good
9	3	3	4	3	3	16	80.00	Average to good
10	4	3	3	3	3	16	80.00	Average to good
11	4	2	2	4	3	15	75.00	Average to good
12	3	4	2	2	4	15	75.00	Average to good
13	4	3	4	2	2	15	75.00	Average to good
14	2	2	4	4	3	15	75.00	Average to good
15	3	4	4	4	3	18	90.00	Good to excellent
16	4	3	3	4	4	18	90.00	Good to excellent
17	4	4	4	3	3	18	90.00	Good to excellent
18	4	3	3	3	3	16	80.00	Average to good
19	3	4	3	3	3	16	80.00	Average to good
20	3	3	3	4	4	17	85.00	Average to good
21	4	4	4	4	3	19	95.00	Good to excellent
22	3	4	4	4	4	19	95.00	Good to excellent
23	2	3	4	2	3	14	70.00	Average to good
24	2	3	2	3	4	14	70.00	Average to good
25	4	3	4	3	3	17	85.00	Average to good
26	4	4	3	3	3	17	85.00	Average to good
27	2	2	2	3	3	12	60.00	Average to good
28	3	2	3	2	2	12	60.00	Average to good
29	4	3	3	3	3	16	80.00	Average to good
30	2	3	4	2	3	14	70.00	Average to good
TOTAL							2340.00	Good to excellent
MEAN							72.60	

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

Students	Reter 1					Total	Real Score	Level Ability
	G	V	M	C	O			
1	4	2	2	4	3	15	75.00	Average to good
2	4	2	3	2	3	14	70.00	Average to good
3	4	3	3	3	4	17	85.00	Average to good
4	4	4	3	4	4	19	95.00	Good to excellent
5	5	4	4	2	4	19	95.00	Good to excellent
6	4	2	3	4	2	15	75.00	Average to good
7	3	3	3	4	2	15	75.00	Average to good
8	3	4	3	3	3	16	80.00	Average to good
9	3	2	4	2	3	14	70.00	Average to good
10	2	4	3	3	2	14	70.00	Average to good
11	2	2	2	2	2	10	50.00	Average to good
12	3	4	4	4	4	19	95.00	Good to excellent
13	3	3	3	3	3	15	75.00	Average to good
14	4	2	3	2	3	14	70.00	Average to good
15	3	4	4	3	3	17	85.00	Average to good
16	2	3	3	2	2	12	60.00	Average to good
17	3	3	3	4	4	17	85.00	Average to good
18	4	4	4	4	4	20	100.00	Good to excellent
19	4	4	4	4	4	20	100.00	Good to excellent
20	4	3	4	3	4	18	90.00	Average to good
21	4	3	4	3	3	17	85.00	Average to good
22	2	3	2	4	4	15	75.00	Average to good
23	4	4	4	4	4	20	100.00	Good to excellent
24	4	4	4	4	4	20	100.00	Good to excellent
25	2	2	2	3	3	12	60.00	Average to good
26	3	3	4	4	3	17	85.00	Average to good
27	4	3	4	3	3	17	85.00	Average to good
28	4	4	4	4	3	19	95.00	Good to excellent
29	3	3	4	3	3	16	80.00	Average to good
30	4	4	2	2	3	15	75.00	Average to good
TOTAL							2440.00	Good to excellent
MEAN							74.67	

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Students	Reter 2					Total	Real Score	Level Ability
	G	V	M	C	O			
1	3	3	2	2	2	12	60.00	Poor to Average
2	2	2	3	3	2	12	60.00	Poor to Average
3	2	2	2	2	2	10	50.00	Poor to Average
4	3	3	3	1	1	11	55.00	Poor to Average
5	4	3	2	3	3	15	75.00	Poor to Average
6	3	4	3	2	3	15	75.00	Poor to Average
7	3	3	3	2	2	13	65.00	Poor to Average
8	1	3	3	3	1	11	55.00	Poor to Average
9	3	1	3	3	1	11	55.00	Poor to Average
10	2	3	3	2	3	13	65.00	Poor to Average
11	3	3	2	2	2	12	60.00	Poor to Average
12	3	2	2	2	1	10	50.00	Poor to Average
13	1	2	2	2	3	10	50.00	Poor to Average
14	3	2	2	2	4	12	60.00	Poor to Average
15	4	2	2	2	1	11	55.00	Poor to Average
16	3	3	3	2	1	11	55.00	Poor to Average
17	2	2	1	2	2	9	45.00	Poor
18	2	2	2	2	2	10	50.00	Poor to Average
19	3	2	2	2	1	10	50.00	Poor to Average
20	3	2	2	3	3	13	65.00	Poor to Average
21	1	2	2	2	1	8	40.00	Poor
22	2	3	2	1	2	10	50.00	Poor to Average
23	2	2	2	2	2	10	50.00	Poor to Average
24	4	4	2	1	1	12	60.00	Poor to Average
25	3	3	2	2	2	12	60.00	Poor to Average
26	2	2	3	3	3	13	65.00	Poor to Average
27	1	2	2	2	2	9	45.00	Poor
28	1	3	3	2	2	11	55.00	Poor to Average
29	2	1	2	2	2	9	45.00	Poor
30	4	3	3	2	1	13	65.00	Poor to Average
TOTAL							1690.00	Poor to Average
MEAN							60.50	Poor to Average

SYLLABUS

School
Subject
Standard of
Competence

: SMA Negeri 1 Rimba Melintang
: English
: Reading

Class/ Program : XI/ IPA-IPS
Semester : 1

: 5. Understanding a meaning of short functional text and simple essay in form of report, narrative and analytical exposition text in the context of daily life to access science.

Basic Competence	Achievement Indicator	Learning Material	Learning Activity	Assessment	Time Allowed	Sources
5.1 Responding to a meaning in short functional text (e.g. banner, poster, pamphlets, etc.) for both formal and informal by using written language variety accurately, fluently and acceptably in the context of daily life.	<ul style="list-style-type: none"> Identifying the topic of the text Identifying specific information from a short functional text 	Banner, poster, pamphlet	<p>Meetings :</p> <ul style="list-style-type: none"> Studying the model of banner, poster and pamphlet. Reading the models individually. Answering the questions based on the topic individually. <p>Structural Instructions :</p> <ul style="list-style-type: none"> Giving assignment by looking for any kind of banner, poster and pamphlet in groups/ individually. <p>Non Structural self activity :</p> <ul style="list-style-type: none"> Reading the banner, poster and pamphlet in the front of the class. <p>Meetings :</p> <ul style="list-style-type: none"> Answering the questions the topics. Reading report/narrative/ analytical exposition text 	Written test (Multiple choice/essay)	2 x 45'	
	<ul style="list-style-type: none"> Identifying the meaning of the words in the reading text Identifying the main idea report text Identifying the conflict in 				8 x 45'	

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5.2 Responding to a meaning and rhetorical step in essay by using written language variety accurately, fluently and acceptably in the context of daily life to access science	narrative text Identifying the events in the reading text Identifying the characteristics of thing/person in the text Identifying the cases in the text Identifying the arguments given Identifying the rhetorical steps of the text Identifying the communicative purpose of the text	Text of Report Text of narrative Text of Analytical Exposition	<ul style="list-style-type: none"> Analyzing various aspect from the text as the content and grammatical structure in groups. Practicing using the grammatical structure found in the text. Reading aloud the text of report/narrative/analytical exposition individually Answering the questions based the text individually. Discussing the answers with the whole class. Structural Instructions : <ul style="list-style-type: none"> Giving assignment by reading the text related to the topic. Non Structural self Activity : <ul style="list-style-type: none"> Reading aloud the text related to the topics in front of the class. 	Quiz Written test Assignment	
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6.2 Expressing a meaning and rhetorical step in essay by using written language variety accurately, fluently and acceptably in form of report, narrative and analytical exposition text	<ul style="list-style-type: none"> Using adjective clause to make report Making report text Making narrative text Making analytical exposition text 	<ul style="list-style-type: none"> Noun Phrase Adjective Clause Narrative Text Report Text Analytical Exposition Text Text of Report Text of narrative Text of Analytical 	<ul style="list-style-type: none"> Discussing any aspects related to the text such as rhetorical steps and grammatical feature Practicing using simple present tense to express the fact and complex sentence using modal to express opinion Making draft of narrative, report or analytical exposition text by using chain writing. Making the reading text based on the topic given. <p>Structural Instructions : Looking for the models of reading text related to the topics.</p> <p>Non structural self activity :</p> <ul style="list-style-type: none"> Writing the text related to the topic based their own knowledge. 	Assignment Project	6 x 45'	
		Exposition				

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LESSON PLAN

School : SMAN 1 Rimba Melintang
 Subject : Bahasa Inggris
 Class/Semester : XI/1
 Skill : Reading & Writing (main focus), Integrated Skill
 Material : Narrative text
 Time Allocation : I & 2 Meeting (2x45 Minutes)

A. CORE COMPETENCE

KI	Respecting and appreciating the teachings of their religion.
K2	Respecting and appreciating the honest, discipline, responsibility, caring (tolerance, mutual assistance), polite, confident behaviours, in interacting effectively with the social and natural environment in arrange of socially and existence.
K3	Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and events related to phenomena seemed by eyes.
K4	Reworking, presenting, and reasoning in the realm of concrete (using, Parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. INDICATOR OF LEARNING

The indicators of students' writing ability (writing narrative texts) are as follow, at the end of teaching and learning process, the students are excepted able to:

1. Use correct grammar (use imperative word, connective, simple present, action verbs and adverbial phrases).
2. Choose appropriate vocabularies.
3. Use correct methanic (spelling, punctuation, and capitalization).

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Arrangement fluency or correct structure in order to make composition easy to understand.
5. From organization of the texts.

The indicators of students' reading comprehension (reading narrative texts) are as follow, at the end of teaching and learning process, the students are expected able to:

1. Identify information directly stated (literal comprehension).
2. Organize or order the information a different way than it was presented (reorganization).
3. Respon to information implied but not directly stated (inference)
4. Make judgments in light of the material (evaluation).

I. Teaching Material**The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

The generic structure of Narrative text:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.

Hak Cipta Dilindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Resolution: The crisis is resolved, for better or worse.
4. Re-orientation: The ending of the story.

Technique : CIRC

Media and learning source

Media : White board, Laptop and Projector

Learning source: English text book, You Tube, Internet, other relevant sources.

II. Teaching Activity

Meeting 1

a. Pre-Teaching

1. Greeting and asking the students about condition
2. Checking students' presences or absent
3. Submitting the target of study

b. While-Teaching

1. Students read examples of narrative text that are displayed, shared, or from books.
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use of narrative text structures and uses the Simple Past tense in narrative text.

9. The teacher asks students to make narrative text as an outside assignment.

10. The teacher motivates students to be more active in subsequent learning.

c. Post-teaching

1. Teacher make conclusion about lesson material
2. Teacher asks students to collect the exercise

III. Assessment

1. Teacher asks students to return to their seats and asks them to individually make a narrative text and submit it to teacher once they have finished writing it
2. Teacher assess and evaluate students' writing ability.

Known by
Teacher

Researcher

Rinaldi, S.Pd., M.Pd
NIP. 19770713 200502 1 002

Syamsinar

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LESSON PLAN

School	: SMAN 1 Rimba Melintang
Subject	: Bahasa Inggris
Class/Semester	: XI/1
Skill	: Reading & Writing (main focus), Integrated Skill
Material	: Narrative text
Time Allocation	: 3 & 4 Meeting (2x45 Minutes)

A. CORE COMPETENCE

K1	Respecting and appreciating the teachings of their religion.
K2	Respecting and appreciating the honest, discipline, responsibility, caring (tolerance, mutual assistance), polite, confident behaviours, in interacting effectively with the social and natural environment in arrange of socially and existence.
K3	Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and events related to phenomena seemed by eyes.
K4	Reworking, presenting, and reasoning in the realm of concrete (using, Parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. INDICATOR OF LEARNING

The indicators of students' writing ability (writing narrative texts) are as follow, at the end of teaching and learning process, the students are excepted able to:

1. Use correct grammar (use imperative word, connective, simple present, action verbs and adverbial phrases).
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3. Use correct methanic (spelling, punctuation, and capitalization).

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4. Arrangement fluency or correct structure in order to make composition easy to understand.
5. From organization of the texts.

The indicators of students' reading comprehension (reading narrative texts) are as follow, at the end of teaching and learning process, the students are excepted able to:

1. Identify information directly stated (literal comprehension).
2. Organize or order the information a different way than it was presented (reorganization).
3. Respon to information implied but not directly stated(inference)
4. Make judgments in light of the material (evaluation).

I. Teaching Material**Cinderella**

Cinderella was a young woman living with her step mother and two step sisters. She worked as a servant for them and caters to their every need. She did all the cooking and cleaning, and is treated like a servant. The step sisters were very mean.

When the Prince of the Village sent out invitations to a ball held in his honor to all the villagers, Cinderella begged to go but her step mother would not let her.

The night of the ball arrived, and the sisters and mother laughed and left. Cinderella cried and wished she could attend also. At that moment her Fairy God Mother appeared and used her magic so that Cinderella could attend, giving her a dress, glass slippers, and turning a pumpkin into a carriage. She also informed Cinderella that this spell will only last until midnight

Cinderella went off onto the ball, and while she was there she attracted quite a bit of attention especially from the Prince. The two danced all night, till Cinderella heard the clock chime. She remembered what her god mother said, and dashes off, leaving only a slipper behind. The Prince desperated to find this mystery woman had his assistant go to all the women of the village to find its owner.

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The generic structure of Narrative text:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.
3. Resolution: The crisis is revolved, for better or worse.
4. Re-orientation: The ending of the story.

Technique : CIRC

Media and learning source

Media : White board, Laptop and Projector

Learning source: English text book, You Tube, Internet, other relevant sources.

II. Teaching Activity**Meeting 1****a. Pre- Teaching**

1. Greeting and asking the students about condition
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6. *Students work in groups to discuss the generic structure and content of the text in the form of text topics, the main idea of a paragraph in the text, detailed information, certain information, and the meaning of certain words*
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8. The teacher becomes the resource person and the facilitator answers the questions of students in understanding the text and the use of narrative text structures and uses the Simple Past tense in narrative text.
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- c. **Post-teaching**
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 2. Teacher asks students to collect the exercise
- III. **Assessment**
 3. Teacher asks students to return to their seats and asks them to individually make a narrative text and submit it to teacher once they have finished writing it
 4. Teacher assess and evaluate students' writing ability.

Known by**Teacher****Researcher**

Rinaldi, S.Pd., M.Pd
NIP. 19770713 200502 1 002

Syamsinar

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4. Make judgments in light of the material (evaluation).

I. Teaching Material**Borobudur Temple**

Borobudur temple is a temple which became a pride of Indonesian people because it is ever been included into the 7 wonders of the world. It also becomes the largest Buddhist temple in the world. This temple is located in Borobudur Village, Magelang, Central of Java, Indonesia. It is approximately 100 km from Semarang, 86 km from Surakarta, and 40 km from Jogjakarta. It was found as a place of worship for the Mahayana Buddhist by Sailendra dynasty in 800 AD. It was first discovered by Sir Thomas Stanford Raffles in 1814. At that time, it was found crushed and buried in the ground.

Originally, it has 10 levels which have overall height about 42 meters. However, after the reparation, the height of Borobudur become approximately 34,5 meters with overall building area about 15,129 m². The front side of Borobudur temple is facing eastwards, although each side of the temple has similar form. There 3 main levels of the realm in Borobudur. The third levels is Kamadhātu (the realm of lust), Rupadhātu (tangible realm), and arupadhātu (formless realm).

The generic structure of Narrative text:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

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2. **Complication:** Tells the problems of the story and how the main characters solve them.
3. **Resolution:** The crisis is resolved, for better or worse.
4. **Re-orientation:** The ending of the story.

Technique : CIRC

Media and learning source

Media : White board, Laptop and Projector

Learning source: English text book, You Tube, Internet, other relevant sources.

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Known by**Teacher****Researcher**

Rinaldi, S.Pd., M.Pd
NIP. 19770713 200502 1 002

Syamsinar



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Name :
class :
Pre-test

Writing narrative paragraphs

1/ choose one of the interesting topics below

- a. Malin Kundang
- b. My holiday
- c. Cinderella

2/ write down the simple narrative paragraphs based on a interesting topic chosen at last three paragraphs consisting of orientation, complication and resolution.

Malin Kundang

Once upon a time, a diligent boy name Malin Kundang ^(he) lived in the seashore with his mother. ^(they) They were very poor, but they lived quiet and harmonious.

One day, a ^(big ship) ~~cleared~~ ^{came} to the beach near their village. ^(they) ~~visited~~ ^{invited} people to join work. ^(there) ~~in ship~~ ^{their} and went to cross island. ^(malin kundang) ~~wanted~~ ^{he} to join ~~with~~ ^{about} them because he wanted to improve his family's life. But his mother didn't permit him. She worried ^{about} Malin.

Malin still kept his argument... and finally he sailed with the big ship. Several years later, Malin Kundang ^(he) ~~succed~~ ^{succeeded} and he became ^{a rich} ~~trader~~ ^{trader}. Then ~~came~~ ^{he} to his native village with his beautiful ~~wife~~ ^{but}. His wife didn't know Malin real descent. His happy mother ~~quickly~~ ^{but} ~~his wife didn't know Malin real descent~~ ^{happy} mother ~~quickly~~ ^{didn't} ~~approached~~ ^{approach} Malin and brought a prize of village center. Malin's favorite. But Malin ~~didn't~~ ^{admit} that ~~roomen~~ ^a as his ~~want to improve his family~~ ^{poor mother} life. His mother ~~was~~ ^{was} very heart because ~~Malin was~~ ^{was} rebellious to her, who had grow him. then, his ~~curse~~ ^{mother} ~~that~~ Malin became stone. suddenly, the big ship which Malin ~~was~~ ^{was} was vacinat ^{ed} by a big storm and all of crewman ~~passed~~ ^{died} asides out. his mother ~~!!!~~

$$\text{organization} = 4 \times 4 = 16$$

$$\text{Content} = 5 \times 6 = 30$$

$$\text{Grammar} = 3 \times 5 = 15$$

$$\text{Mechanics} = 2 \times 1 = 2$$

$$\text{Vocabulary} = 3 \times 4 = 12$$

75

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Name : Surya Darmawan

Class : XI IPA

Pre-Test

Writing Narrative Paragraphs

1. Choose one of the interesting topics belows

2. Main Kandang
- b. my holiday
- c. Cinderella

3. Writing down the simple narrative paragraphs on an interesting topic chosen at least three paragraphs consisting of orientation, complication, and resolution.

Once upon a time ^(there) lived a girl named cinderella ^(she) lived with ^(her) step mother and ^(two step) two sisters ^(the) step mother and her two daughters ^(very) didn't like cinderella. They treated cinderella ^(very) bad. Cinderella usually did the hardest ^(works) in the house, such as scrubbing the floor, cleaning pot and pan and preparing the food for the family ^(and) so on.

One day, a ^(ball) ~~was to be~~ held by the royal family of the kingdom to find the royal family of the kingdom to find the prince's ^(wanted) spouse. Cinderella ^(do) wanted to go to the ball but her step mother asked her to stay home and ^(do) the house works. Cinderella ^(cried) cried. Then there was a ^(fairy) fairy mother standing beside her. "Why are you ^(crying) crying, Cinderella?" the fairy ^(said) got mother asked. "Because I want to go to ball but step mother insists me to stay at home. Besides, I have any beautiful dress" said Cinderella.

Then the fairy turned cinderella's ugly dress ^(pumpkin) became the most beautiful dress. The fairy also turned ^(pumpkin) it into a parking coach and the mice became six white horses. Cinderella finally could go to the ball she had to come back before ⁽ⁱⁿ⁾ midnight before the spell ended. !!!

Organization = 4 x 4 = 16
 Content = 4 x 6 = 24
 Grammar = 2 x 5 = 10
 Mechanics = 2 x 1 = 2
 Vocabulary = 3 x 4 = 12

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Name = Tengkei Juniar Pince
class = XI IPA

Pre-Test

Writing Narrative Paragraph

Choose one of the interesting topics below:

- mainkundang
- my holiday
- Cinderella

Write down the simple narrative paragraphs based on an interesting topic chosen at least three paragraphs consisting of orientation, complication and Resolution

My Holiday
=> Last week, I went to ^{1. (mount)} Bromo. I stayed ^{2. (of)} my ^{friends} stayed's house in Probolinggo. East Java. The house has a big garden with colourful flowers and a small pool.

=> ^{3. (we)} In the morning, my friends and I to see mount Batak. The scenery ^(was) very beautiful. we rode horse back it was scary but it ^(was) fun. ^{Then, (we)} went to get closer look the mountain. We took ^{some} pictures the beautiful scenery ^(under) of there. After that, we took ^(a) rest and had ^(a) lunch big tree. Before got home, we went to the ⁽²⁰⁰⁾ WOHOKROMO. We went home in the afternoon.

=> We ^{were} very tired. However, I think ^(it) was really fun to have ^(a) holiday like this. I hope my next holiday will ^(be) more interesting.

$$\text{Organization} = 3 \times 4 = 12$$

$$\text{Content} = 4 \times 6 = 24$$

$$\text{Grammar} = 2 \times 5 = 10$$

$$\text{Mechanics} = 2 \times 1 = 2$$

$$\text{Vocabulary} = 3 \times 4 = 12$$

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CERTIFICATE OF ACHIEVEMENT This is to certify that			
Name : Syamsinar ID Number : 21790125609 Date of Birth : July 26, 1996 Sex : Female Test Form : Paper Based Test		Name : Syamsinar ID Number : 21790125609 Date of Birth : July 26, 1996 Sex : Female Test Form : Paper Based Test	
Achieved the following scores on the English Proficiency Test			
Listening Comprehension : 61 Structure & Written Expressions : 68 Reading Comprehension : 57 Overall Score : 620		Listening Comprehension : 61 Structure & Written Expressions : 68 Reading Comprehension : 57 Overall Score : 620	
Expire Date : Maret 03, 2021			
 The Head of Language Development Center Mahyudin Syukri, M. Ag NIP. 19720421 200604 1 003 of SUSKA Riau		 The Head of Language Development Center Mahyudin Syukri, M. Ag NIP. 19720421 200604 1 003 of SUSKA Riau	
English Proficiency Test Certificate Provided by Language Development Center of State Islamic University of Sultan Syarif Kasim Riau. The scores and information presented in this score report are approved. Address : Jl. K.H. Ahmad Dahlan No. 4 Pekanbaru 28128 FO BOX 1004 HP. 0852.7144.0823 Fax. (0761) 858832 Email : info@pusatbahasa.info Website : pusat-bahasa.info			



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 Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
 Email : dpmptsp@riau.go.id Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISSET/26636
 TENTANG

PELAKSANAAN KEGIATAN RISSET/PRA RISSET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS



Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 23/un.04/PPs/PP.00.9/2019 Tanggal 10 Oktober 2019, dengan ini memberikan rekomendasi kepada:

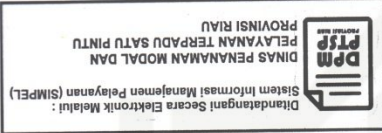
- | | |
|----------------------|---|
| 1. Nama | : SYAMSINAR |
| 2. NIM / KTP | : 21790125609 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD ON STUDENTS' READING COMPREHENSION AND WRITING SKILL AT SMAN 1 RIMBA MELINTANG |
| 7. Lokasi Penelitian | : SMAN 1 RIMBA MELINTANG |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan sepenuhnya.

Dibuat di : Pekanbaru
 Pada Tanggal : 14 Oktober 2019



Disampikan Kepada Yth :
 1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
 2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
 3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
 4. Yang Bersangkutan

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU



Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
 Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU

Email : dpmptsp@riau.go.id Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISSET/26636

TENTANG

**PELAKSANAAN KEGIATAN RISSET/PRA RISSET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



032010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 23/un.04/Ps/PP.00.9/2019 Tanggal 10 Oktober 2019, dengan ini memberikan rekomendasi kepada:

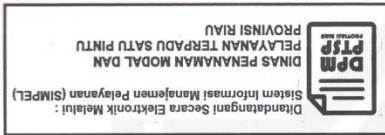
1. Nama	: SYAMSINAR
2. NIM / KTP	: 21790125609
3. Program Studi	: PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
5. Jenjang	: S2
6. Judul Penelitian	: THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD ON STUDENTS' READING COMPREHENSION AND WRITING SKILL AT SMAN 1 RIMBA MELINTANG
7. Lokasi Penelitian	: SMAN 1 RIMBA MELINTANG

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan sepenuhnya.

Dibuat di : Pekanbaru
 Pada Tanggal : 14 Oktober 2019



Disampukan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELS. 22552/21553
PEKANBARU

Pekanbaru, 14 OCT 2019

No : 800/Disdik/1.3/2019/11718
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMAN 1 Rimba Melintang

di-
Tempat

Derikenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/26636 Tanggal 14 Oktober 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SYAMSINAR
NIM : 21790125609
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Judul Penelitian : THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METOD ON STUDENTS' READING COMPREHENSION AND WRITING SKILL AT SEKOLAH MENENGAH ATAS 1 RIMBA MELINTANG

Lokasi Penelitian : SMA NEGERI 1 RIMBA MELINTANG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



AHYU SUHENDRA, SE
NIP. 19711209 200012 1 006

Tembusan:
Direktur Program Pascasarjana UIN Suska Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

SMA NEGERI 1 RIMBA MELINTANG

Jalan Pendidikan - Rimba Melintang

E-Mail :

NSS : 301091004014

NIS : 300140

Kode Pos 28953

No. Telp/HP. 081371121113

NPSN : 10405368



Akreditasi : B (BAN Sekolah 12 November 2012, Nomor : 293/BAP-SM/KP-09/XI/2012)

SURAT KETERANGAN PENELITIAN

Nomor : 422/SMAN 1/04/2020/004

Yang bertanda tangan di bawah ini, Kepala SMAN 1 Rimba Melintang dengan ini menerangkan bahwa :

Nama : SYAMSINAR
 NPM/NIMKO : 21790125609
 Program Study : Pendidikan Agama Islam
 Konsentrasi : Pendidikan Bahasa Inggris
 Jenjang : S2
 Alamat : JL. Karya 1, Perhentian Marpoyan - Pekanbaru

Berdasarkan surat Izin atau Riset / Penelitian dari Kepala Dinas Pendidikan Kota Pekanbaru Nomor : 800/ Disdik / 1.3 / 2019 / 11718 tanggal 14 Oktober 2019, Benar telah mengadakan Riset / Penelitian pada tanggal 31 Januari 2019 dengan judul :

"THE EFFECT OF USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) METHOD ON STUDENTS' READING COMPREHENSION AND WRITING SKIHL AT SEKOLAH MENENGAH ATAS SMA NEGERI 1 RIMBA MELINTANG"

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Rimba Melintang, 10 Maret 2020

Kepala Sekolah


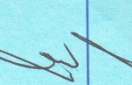
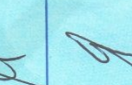



RINALDI S.Pd.M.Pd

NIP.19770713 200502 1 002



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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	9/10-2019	Chapter 1. Background. PB, etc.		
2.	11/11-2019	Konsultasi dan Revisi Chapter 1		
3.	19/12-2019	Konsultasi, Statement of Problem, Limitation & Revisi		
4.	6/01-2020	Revisi Chapter 1 & Chapter II		
5.	9/3-2020	Revisi Chapter IV-V		
6.	17/7-2020	Chapter 1 & 2		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20....
Pembimbing I / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	16/12-2019	Theoretical framework Operational concept Research methodology		
2.	1/12-2019	Operational framework on ready & writing Operational Concept for		
3.	5/12-2019	idea		
4.	4/12-2019	Revisi Chapter 1 & 3		
5.	5/12-2019	Chapter IV & V		
6.				

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20....
Pembimbing II / Co Promotor*

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : SYAMSINAR
NIM : 21700125609
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	8/ April 2019	Investigating student's Academic listening comprehension : A Case study at english study program at is Islamic University of Riau		NINA MUAYYAH
2	Senin			
3				
4		Exploring Leisure Reading habits english textbook : A Case study at students achievement Junior high school 1 Bendi		Nurmanita FHR
5				
6				
7	8/ April 2019	Investigating teaching Speaking skill A case study of english Teachers activity at Man 1 pekan baru.		Zalia Utami.
8	Senin			
9				
10		Exploring bateon up and top down		FIKAHUL RAHMI.
11		Strategies in listening comprehension a case study at Senior high school in Dumai.		
12				
13				
14				
15				

Pekanbaru, 8. April 2019
Direktur,

Prof. Dr. H. Afrizal M, MA
NIP. 19591015 198903 1 001

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

DOCUMENTATION

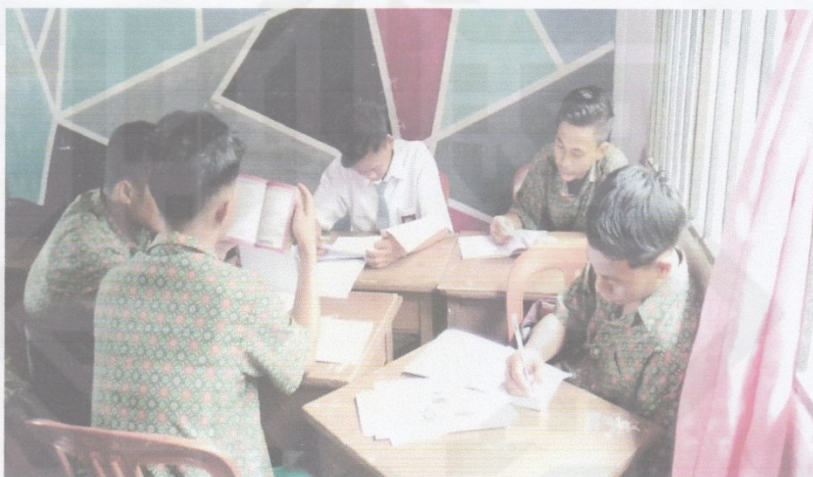


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The students tried to answer the instrument test